

DOCUMENT RESUME

ED 060 401

AC 008 319

AUTHOR Adamson, Harley K.
TITLE Methods and Materials in Adult Basic Education.
Heuristics of Adult Education: Courses of Study for
Professional Preparation of Educators of Adults.
INSTITUTION Colorado Univ., Boulder.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 70
GRANT OEG-0-9-151178-4196 (323)
NOTE 120p.
EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS Academic Achievement; *Adult Basic Education; *Adult
Education; Adult Educators; *Discovery Processes;
Independent Study; *Instructional Materials;
Objectives; Professional Education; Student
Evaluation; Teacher Role; *Teaching Methods

ABSTRACT

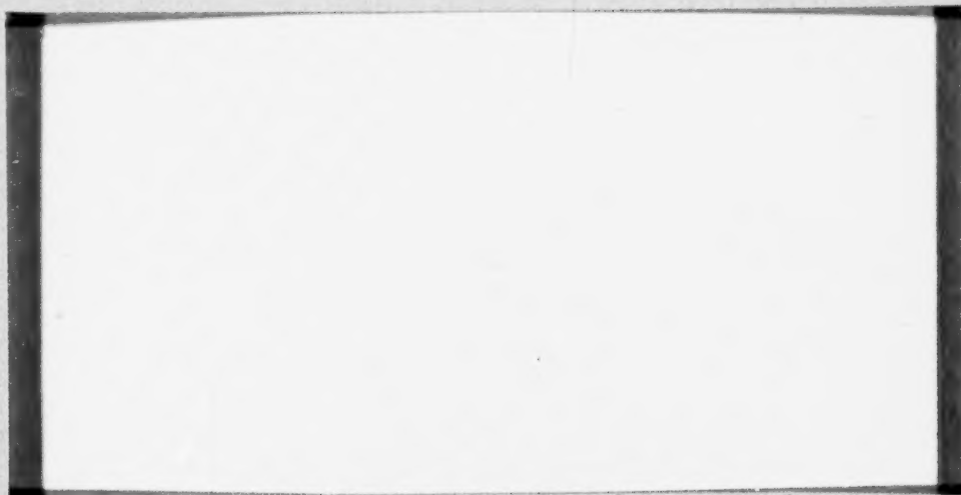
Materials intended to serve as the basis for a three semester hour course in methods and materials of instruction in adult basic education (ABE) are presented. The materials are designed for several instructional approaches. They may be used self-instructionally, either as independent units or as a collective group of units. When the units are used in a self-instructional mode, the instructor will serve largely to orient the students to the materials, monitor student progress, and evaluate the students' proficiency assessments. (For related documents, see AC 008 317, 318, 320-322.) (CK)

ED 060401

AC 008 319

^{Aug 20}
**HEURISTICS OF
ADULT EDUCATION**

**Courses of Study for Professional Preparation
of Educators of Adults**



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

edited by Vincent J. Amanna

a publication of the

**REGION VIII
ADULT BASIC EDUCATION PROJECT
at the UNIVERSITY OF COLORADO**

*Boulder, Colorado
June, 1970*

METHODS AND MATERIALS IN ADULT BASIC EDUCATION

Harley K. Adamson

The work reported herein was performed pursuant to grant number OEG-0-9-151178-4196(323) from the U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

METHODS AND MATERIALS
IN
ADULT BASIC EDUCATION

Harley K. Adamson
Weber State College

HEURISTICS OF
ADULT EDUCATION

Courses of Study for the Professional Preparation
of Educators of Adults

- PART I SEMINAR IN ADULT BASIC EDUCATION
- PART II SOCIOLOGY OF IMPOVERISHED LIFE STYLES
- PART III PSYCHOLOGICAL IMPLICATIONS OF DEPRIVATION ON
ADULT LEARNERS
- PART IV ADULT TEACHING AND LEARNING
- PART V METHODS AND MATERIALS IN ADULT BASIC EDUCATION
- PART VI EVALUATION IN ADULT BASIC EDUCATION

FORWARD

HEURISTICS: Serving to discover or reveal; applied to arguments and methods of demonstration which are persuasive rather than logically compelling, or which lead a person to find out for himself.

Webster's New International
Dictionary of the English Language

The appropriateness of the title Heuristics of Adult Education for this series may not be apparent to the reader and we should, therefore, make clear our purposes in its preparation.

Adult education in the United States is experiencing an expansion that is to some considerable extent without precedent. The tremendous changes that followed World War II were largely manifest in increases in volume, achieving essentially the same objectives as those of the first half of this century, but with larger numbers of people. However, during the past decade a rather different adult clientele has emerged and its visibility has confronted the adult educator with questions about the adequacy of his preparation as a professional. The undereducated, economically impoverished adult has waited until only recently on the periphery of social institutions. Through the convergence of a number of related, fortunate circumstances, his plight has arisen as a prominent concern of the American educational enterprise. His social and cultural deviance from the parent society has proven to be the dimension which presents the actual challenge to the adult educator and in its turn to the composition of his professional preparation. He finds that the alienation resulting from prolonged deprivation is highly resistant to amelioration through the more prosaic components of graduate study in adult education.

We are confronted with the dilemma of a double problem. On the one hand the adequacy of professional training for adult educators must be caused to accomodate the new clientele. This is not viewed at this point in time, nor in this particular project as a matter of finding substitutes for parts of the professional curriculum, but rather a concern

for enlarging competencies and understandings. On the other hand, however, there are few clear indicators of precisely what should be included; what cognitive and experiential learnings are most efficacious in relation to the objectives of graduate study.

Hence, the present project is viewed as heuristic; a clear and open invitation to everyone concerned about the competence of the professional educator of adults to discover and reveal the adequacies and shortcomings of this present effort at persuasion--a persuasion that we have discovered some guideposts in the evolution of a design for a portion of graduate study in adult education. But this is also an invitation to those who would discover where further pursuit of curriculum design for graduate study will lead, and then to share their findings with those of us who have had a part in the present project.

Vincent J. Amanna
University of Colorado
June, 1970

TABLE OF CONTENTS

Introduction

Planning for Instruction.	1
in Adult Basic Education	
Planning and Presenting Lesson Materials. .	13
The Four C's of Teaching.	17
Computational Skills.	28
Arithmetic in Adult Basic Education	34
Teaching Reading in Adult Basic Education .	36
Communication Skills.	73
(other than reading)	
Social Science Skills	91

INTRODUCTION

The materials which follow are intended to serve as the basis for a three semester hour course in methods and materials of instruction in adult basic education. The materials are designed for use with students who have no background in instructional methods and materials, but are adaptable to fit a variety of student needs.

The materials are designed for several instructional approaches. They may be used self-instructionally either as independent units or as a collective group of units. The units may also be used as the course outline for an instructor centered class, or the two approaches may be combined. The units as a group constitute a rather heavy instructional load for a three hour class. The instructor should feel free to use those units he considers appropriate to his class. Students may also be allowed to select units of interest for self-instruction.

When the units are used in a self-instructional mode the instructor will serve largely to orient the students to the materials, monitor student progress, and evaluate the students' proficiency assessments. The students should be able to identify what is expected of them in each unit. While they should be relatively free to select those experiences they consider necessary for their achievement of the objectives, considerable attention should be paid to the development of familiarity with

the curricular materials suggested in the materials units. Students should have access to as many of the suggested materials as possible during their study of the unit, since a broad knowledge of materials used in adult basic classes is essential to success in the approach suggested for this course.

Enclosure #1

PLANNING FOR INSTRUCTION IN ADULT BASIC EDUCATION

Most experienced educators acknowledge the critical need for advanced planning if optimum success is to be achieved in the instructional process. Attempting to teach without planning has been compared to setting out on a cross-country trip without studying the route in advance. Planning for instruction in the area of adult basic education is perhaps even more critical than in other areas because of the nature of the learning experience which is involved.

Very rarely will we find a class of adult basic education students which can actually be taught as a group. It is most often necessary to attack the individual problems of each student independently because of differences in needs, ability, educational background, and general experience and interest. The limited remarks in this monograph have to do with the process of planning, rather than the actual procedure for individualized instruction, but other sources are identified in the self-instructional unit which should prove beneficial to a teacher who is concerned about the basic nature of individualized instruction.

Course of Study

The usual beginning place for lesson planning is with a course of study. This constitutes a general outline of instructional goals and procedures for students at a particular area of study. This might be developed by an individual teacher for his

subject, or might grow out of a system-wide planning process. Examples of the latter are the Curriculum Guide for Adult Basic Education from the Ypsilanti Public Schools, Ypsilanti, Michigan (available through ERIC as Ed 028 360); Adult Basic Education Program Curriculum Guide, Memphis City School System, Memphis, Tennessee (available through ERIC as Ed 027 465); or Adult Basic Education Teacher's Guide produced by Texas Adult Basic Education Workshop, University of Texas at Austin, Extension Teaching and Field Service Bureau (available through ERIC as Ed 030 830).

Whatever the source, any planning for instruction needs to begin with a basic outline. This outline might be done in substantial detail, as are those examples listed above, or it may be done on a much more limited basis resulting from the personal experience and study of the teacher and his knowledge of the students. It is suggested that such a guide include the fundamental elements which will be stressed later in this monograph: Expectations or Objectives, Learning Experiences, Assignments or Materials, and Evaluation Procedures.

The Instructional Outline

The instructional outline, or lesson plan, may take many forms, depending upon the way it is to be used. If it is to be used only by the teacher in the process of instruction it should quite probably be developed with a good deal of brevity, utilizing, for the most part, brief phrases, key words, and only the most

necessary detail in outlining instructional procedures. Adding extensive detail to an outline which will be used only by the teacher results in little advantage when considered in relation to the time which must be expended in such development.

The instructional outline may be used advantageously with adult basic education students in individual instruction, as well as in group instruction, however. This use may suggest a substantially more detailed form, since the student will be expected to use it as his guide through much of the instructional experience. It is suggested that an instruction be developed cooperatively by the teacher and the student as a means of motivating the student and giving him an insight into the process of his instruction. Regardless of the context within which the instructional outline is to be used, there are several elements of minimal content which should be included.

A major concern in the area of planning is always the teacher who, since he has prepared a plan, feels he must follow it exactly. When dealing with ABE students, there is danger of inaccuracy in test results because of the students' orientation, lack of basic skills, inexperience in test situations, or a variety of other problems.

Once the teacher sees that his materials or activities are inappropriate for his students, he must feel free to adapt to the needs, interests, or abilities of the student or the group. This may mean anything from a minor change in materials or

activities within the instructional outline to complete abandonment of the outline in favor of more appropriate materials or approach. In this case, the less time expended in developing the instructional outline, the more willing the teacher is likely to be to depart from it when circumstances suggest such a departure.

Instructional Objectives

Instructional objectives represent the teacher's expectations for those he teaches as a result of his teaching. If learning does, in fact, represent changing behavior as has so often been asserted, it seems only reasonable to state our expectations in terms of behavior. Instructional objectives might then also be called behavioral objectives, or behavioral expectations.

Instructional objectives which are stated in terms of student behavior have the advantage of being observable in the student. This means that the teacher can, by means of his powers as a professional observer, recognize the extent to which he has succeeded in achieving his objectives.

An additional advantage in behaviorally stated objectives is that they enable the student to know what the teacher expects, and to assess his progress toward this expectation.

An example of a statement of instructional objectives couched in behavioral terms would be, "At the end of this lesson the student should have been able to complete Lessons 4, 5, and 6 in his arithmetic workbook with no more than four errors."

Behaviorally stated objectives represent the logical first step in planning, since if we can foresee no way in which a particular lesson will have an observable effect on a student, especially in the basic skills areas taught in adult basic education, it is extremely difficult to justify teaching that lesson. Behaviors in the student which are expected to result from a given lesson should be considered before determining the approach or the precise lesson material which one would propose to teach. This approach, in fact, should result not in a covering of material, but in an uncovering of ideas and skills which are most useful to a student.

Learning Experiences

This section of the instructional outline represents the "how" of the lesson. The materials contained herein would logically take one of two forms. First, if the instructional outline is to be used only by the teacher, the learning experiences section of the outline should contain notes which the teacher will use in presenting lesson material. It should also include samples of material which the teacher proposes to use in the instructional activities of his class. Such material as films, tapes, or particular books or pictures might well be listed here.

The teacher's notes should probably not be thought of as lecture notes, or an outline of content material, but should rather be seen as key questions which would be asked or

fundamental concepts which the teacher proposes to teach. They might also include outlines of actual activities, such as organization of games, or reference to specific problems or content activity which the students will be asked to pursue.

Assignments which the students would be asked to complete should also be listed in the area of learning experiences. Care should be given to be sure that the assignment is stated in sufficiently specific terms that the students will understand what is expected. This provides the teacher with a source not only to use in presenting the assignment, but also to refer to at a later time in the event his assignment might need clarification.

Several points should be made with regard to assignments. Although, as a student almost everyone has experienced the frustration of a poor assignment, when we become teachers we persist in committing the same crime in giving assignments to our students. Therefore, we should consider a few points regarding the making of assignments.

The assignment must have recognizable meaning for the student. This is especially true for Adult Basic Education students, but it is often easy to obtain by use of specific interests generated by the life style of the student.

Many assignments ask the student to repeat a series of similar actions, such as answering textbook questions or doing large numbers of mechanical problems. This kind of assignment

is particularly difficult to justify when the student does not understand why he is asked to make these repetitions. The assignment of "the next twelve pages in the text" is equally difficult to justify, both to the student and to the informed teacher, since reading these pages with no ultimate purpose or plan will most often result in relatively little benefit. The reading assignment should include questions or particular points of interest to which the student should be alerted. Relatively few textbooks, it should be noted, include questions of quality at the end of the chapter, since these questions cannot be adapted to the interest or ability level of a particular class. Perhaps the only assignment which would seem more reprehensible than "read the next twelve pages in the textbook", would be, "read the next twelve pages in the textbook and answer the questions at the end of the chapter."

Very real care should be taken by the teacher to make his assignment clearly understood. If the assignment is one of particular significance, such as a term paper assignment, it would be most appropriate to make this assignment in written form to be duplicated and distributed to the class. This written form should include a statement of the assignment in evaluating the student's progress, and such ground rules as format, length, and standards for the evaluation of the assignment.

Students in intermediate and higher levels of Adult Basic Education can benefit from experience in taking dictation from a teacher. However, if an assignment is to be given by dictation,

the teacher should plan to allow a significant block of time in which the assignment is to be given and repeat it at least once, since some students will be more adept at taking dictation than others.

In planning an assignment, the teacher should use care that the assignment is appropriate to the class in, for example, the vocabulary of the reading assignment, the intellectual demands that the assignment will make on the class, or the readiness of the class for the material of the assignment. As a rule, only reading assignments will be given in anticipation of class activity. Most other assignments would follow class activity, either in extending that activity by elaboration upon specific points, examination of questions which were raised in class activity, or practicing of skills which have been introduced in the class activity.

In a lesson plan which is intended for use by the teacher in presenting class materials, it is also desirable that a summary statement be inserted at the end of the section of learning experiences. This statement has the desirable effect of tying the lesson into some useable whole, coordinating with lessons past, looking forward to lessons to come, but especially of summarizing to the point where the student can have an idea to take from the class. Adult Basic Education students, just as much as elementary or secondary students, need to be able to say, "This is what I learned in school today." The summary statement, either in the

form of a question which draws summary from the class, or a statement by the teacher of generalization regarding the class study for that day, can serve this purpose.

Evaluation

Each instructional outline needs to contain some idea from the outset regarding the means by which the teacher will expect the students to demonstrate their grasp of the lesson skills which have been taught and their proficiency in dealing with the state objectives. In instructional outlines to be used by the teacher in group instruction, it is less necessary to detail the means of evaluation than it is in preparing an instructional outline which will be used by the student as his guide. The form used in the self instructional unit, of which this monograph is part, may provide the best example of the way in which this section of the instructional outline might be handled for student use.

Summary

The need for advanced planning for instruction is patently obvious, whether one is teaching in Adult Basic Education or at any other level, but planning must be supplemented with a large repertoire of skills and materials which the teacher has available on demand to fit needs or situations which develop in his class. New teachers, or those teaching in an area which is new to them, have the obligation to study widely to develop such a

repertoire that they can turn to appropriate sources or activities to fit specific problems or opportunities as they arise.

The problem becomes one of preparing instructional plans which are useful and workable without expending more energy than can be spared in this planning. Two courses of action can be useful in overcoming this problem: (1) Work from an outline form whenever possible. This would include the course of study if it is prepared locally, and the instructional outline itself, especially when it is to be used by the teacher in group instruction. Brevity in planning when the instructional outline is to be used by the student as a guide in his study, must take into account the limitations of vocabulary and reading comprehension, but should still be held to a minimum. (2) The instructional outline should not be thought of as a daily lesson plan, since it is extremely difficult to coordinate learning activities accurately when broken into individual class period segments. The instructional outline should instead be based on the meaningful segment of work which would encompass as much as four or five class periods. Events of the student's daily life can provide the bridge between classes, if the class work is oriented to real life issues. This procedure makes it possible to do advanced planning for a somewhat longer period of time than a single class meeting, with time spent then only in updating the plan to accommodate events of class periods. This can be done by spending a minimum of time immediately upon the termination of the class meeting.

Teachers should bear in mind that however brief the plan, it is better than no plan at all, and if we err in the direction of excessive brevity, we at least have a beginning on which to build a class and a minimal record of what has been attempted.

Additional sources of Interest

Jahns, Irwin R. and Henry G. Brady, Jr. (eds.), The Adult Basic Education Curriculum and Its Development, Florida State University, 1968 (Available through ERIC as ED 021 203)
The following selections: pp. 68-69, pp. 79-88, pp. 105-116, and pp. 123-130

Tennessee State Board of Vocational Education, Basic Remedial Education, Handbook for MDT Instructors, (The Board) Nashville, 1968. (Available through ERIC as ED 026 562)

Boone, Edgar J. and Emily H. Quinn, Curriculum Development In Adult Basic Education, Chicago: Follett, 1967

Tuskegee Institute, Demonstrational Features of the Tuskegee Institute Retraining Project, Volume I (The Institute) Alabama

Getzels, Jacob, Learning Theory and Classroom Practice in Adult Education, Syracuse, New York: University College of Syracuse, 1956

Watson, Goodwin, "What Do We Know About Learning" in Revolution In Teaching: New Theory, Technology and Curriculum, Alfred DeGrazia and David A. Sohn (Eds.), New York: Bantam Books, 1964

Pophorn, W. James and Eva L. Baker, Establishing Instructional Goals, Englewood Cliffs: Prentice Hall, 1970

Planning an Instructional Sequence, Englewood Cliffs: Prentice Hall, 1970

Systematic Instruction, Englewood Cliffs: Prentice Hall, 1970

Planning and Presenting Lesson Materials

Behavioral Objective: At the end of this unit the student should be able to show that he:

1. Can apply the principles required in developing behavioral objectives by writing five objectives in at least two areas of adult basic education. Those objectives should include indication of the behavior sought, the observable act of the learner, and the standard of performance.
2. Understands the need to have the learner participate in determining objectives by listing three advantages to be gained by this process.
3. Can apply the minimum standard for planning by completing a plan, for a student or class, of his own selection. The plan should include: concept statement, behavioral objectives, learning activities, and assignments and evaluation procedures where appropriate.
4. Can apply the basic elements of instruction by preparing and teaching a lesson which is concrete, conceptual, conversational, and contemporary.

Learning Experiences

1. Read the monograph on Planning Lesson Materials which is attached. Enclosure #1
2. Complete the book Preparing Instructional Objectives, by Mager, including the self-test at the end of the book.

3. Read Alexander and Hines, Independent Study in Secondary Schools (New York, Holt, Rinehart & Winston, 1967) pp 1-4 and 12-17. This reading should provide insight into the basic reasons for involving the learner in planning. You may choose to read one or more of the following as a supplement to Alexander and Hines, or in the event that source is unavailable:

Jahns and Brad, The Adult Basic Education Curriculum and Its Development (Florida State Univ., 1968. Available through ERIC as Ed 01 203) pp 62-64.

Mocker and Veri, The University of Missouri Adult Basic Education System (Missouri University Extension Division, St.

1969. Available through ERIC as Ed 030 048) pp 20-24.

This source includes an extensive listing of materials in various subject areas (pp 25-94).

4. Read the monograph on the "Four C's of Teaching" which is attached. Enclosure #2
5. Write a teaching outline for use with an individual student or with a group of students, including within the outline a statement of concepts to be learned, behavioral objectives, the learning activities to be pursued to accomplish the objectives, and specific assignments which would be included. In some cases you may wish also to include the evaluation procedures which you would use to determine the accomplishment of the objectives. Take the outline to your instructor for discussion and evaluation.

6. Demonstrate, through a peer teaching experience, the conduct of developing an individual instructional outline and the process of presenting this material to an individual, or a group of students.

The students should be prepared to critique the process and the instructional plan at the termination of the peer teaching experience.

Self Assessment

Write an evaluation of your performance and development of an instructional plan, and in the presentation of the elements of this plan to students.

Your evaluation should touch each of the behavioral objectives and the degree to which you have accomplished that objective.

Take the evaluation to your instructor at the time of the proficiency assessment.

Proficiency Assessment

Arrange to meet with your instructor for the purpose of evaluating your competence on the behavioral objectives set forth at the beginning of this self-instructional unit.

You should be particularly prepared to do one or more of the following:

1. Role play with your instructor the process of establishing an instructional plan for an individual student.
2. Demonstrate a presentation of instructional materials to a group of students by role playing this incident with your instructor.

3. Present your performance in one or both of the situations noted in one and two above, by means of an audio or video tape of these activities.

Enclosure #2.

THE FOUR C'S OF TEACHING

The process of teaching, like all processes which require interaction among human beings, is far too complex to be reduced to simple terms, or to be so dissected as to identify all of its component parts. Neither is it possible to reduce teaching to a list of "do's and don'ts" or to a bag of tricks which may be applied when appropriate situations arise. It would take an infinite number of tricks to accommodate the infinite number of differences that we find among teachers and students, among classrooms, and in day-to-day situations.

It is possible, however, to identify some of those things which go to make up good teaching. We have been able to break these down into four general areas which encompass much of what we might call the technical skill of teaching. We have classified these as the "Four C's" of teaching. We might well say that the successful lesson is conceptual, concrete, conversational, and contemporary. These are the "Four C's".

While these do not represent some kind of magic formula for success in teaching, they do provide the teacher with several valuable guides in evaluating his preparation and presentation of lesson material: (1) The "Four C's" constitute reasonably objective criteria for measurement of teaching performance which are readily observable by the teacher himself. Although the concreteness of a lesson, for example, may vary widely in its effectiveness, it is about as difficult for a lesson to be partly concrete as it is for Mrs. Rabbit to be partly pregnant. (2) The criteria for teaching performance reflected in the "Four C's" are equally applicable to instruction in the familiar classroom setting or in almost any variation of the instructional process. A lesson which tries to teach a long list of unrelated ideas, rather than a single basic concept, is likely to have tough sledding whether it is attempted in a traditional classroom or in the most liberal independent study curriculum. (3) Consideration of these four elements of instruction during the preparation of a lesson contributes to the development of a well rounded learning experience.

While it would be a gross over-simplification to suggest that these four points represent all that there is to teaching, we can quite safely recognize that these are foundation stones upon which good teaching is built. Let's look at each one.

Conceptual

A common problem with teachers, both new and old, is that we try to teach too much. The temptation is very strong to say "far too much."

The teacher who can reduce the content of his entire lesson down to a basic idea which is of a size and shape that a student can fit it readily into his "intellectual pocket" is far more likely to find that students take something from his class than is the teacher who leaves his students somewhere under an Everest of knowledge, however valuable. Probably one of the quickest ways to discourage adult basic students, since it reminds them of earlier school discouragements associated with an excessive load of irrelevant material.

This does not mean that the finest teacher's lesson consists of a single statement to be repeated at regular intervals for fifty minutes, or that there will be "less" taught in his class. It does mean that the focus of a lesson needs to be on the student's grasp of an idea rather than upon his recording of a number of ideas in his notebook. "Introduction" to an unlimited number of ideas without any provision for retention, application, or real assimilation into the life stream of the student can hardly be called teaching.

This suggests that a strong lesson will be built around a single, general point with sub-concepts to support the major concept which is to be taught in the lesson. We might define a concept as a concise statement which can be recognized as the general principle regarding a segment of content. It should be phrased in the student's vocabulary and should be of such limited magnitude that it could correspond to a statement or observation by the student. We might expect that the successful lesson would enable the student to go from the classroom with the concept in his intellectual possession. Now, by intellectual possession we mean not only that he can restate the concept in general terms, but that he will be able to apply it in a variety of situations. The concept should not deal exclusively with factual data, but must have a practical application. Some sample concepts are:

Mathematics: A number line is similar to a thermometer: positive numbers corresponding to degrees above zero, negative numbers to degrees below zero.

History: The present reaction against American involvement in Viet Nam is not something new. Similar reaction was expressed by the American public against involvement in World War I, against the Spanish-American War, even by a substantial segment of the population in opposition to the Revolutionary War.

Literature: An author may choose any of his characters as his spokesman, but in most serious writing we will find someone who represents the author.

Science: Evolution is a continuous process of change for survival, as can be shown by examples of the peppered moth and the pheasant.

Notice that in each case the statement of the concept involves an attempt to relate the elements of the subject to the experience of the student, so that what he is learning does not represent something obtained in isolation. If nothing else, the conceptual approach should provide the student with an answer for the age-old question, "what did you learn in school today?"

Concrete

This represents probably the easiest of the "Four C's" to apply, since it utilizes a very natural orientation toward teaching. By supplying the student with some kind of concrete point of reference throughout the lesson, the teacher gains a number of advantages. The first of these is attending behavior: If we can focus the student's attention upon a demonstration, upon a particular example, or upon some relevant object, we obtain his attention. Further, by relating the lesson to some tangible example, or other concrete element, the lesson obtains unity. Concreteness may, in this way, be used to enhance conceptuality. Third, and perhaps most important, we remove the requirement of dealing exclusively with verbal symbols. The most abstract communication device that we utilize is our words, and we consistently talk too much. By relying less heavily upon our words, and more heavily upon objects, or examples, we are able to move nearer the students' level of interest.

Examples of devices utilized to develop concreteness include pictures, films, models, or even stories. The use of cases or incidents for discussion or role playing is a technique which has grown in its use as a concrete device in recent years. Chalkboard diagrams or similar illustrative devices would also fall into this category. However, the technique of writing an occasional word on the chalkboard is simply an evasion, still resting upon the verbal symbol.

With the great wealth of films, tapes, and other audio visual devices which has become available in recent years, the temptation to rely upon these to provide concreteness in a lesson is great. Their value in this area should not be underestimated, but much simpler devices which the teacher can supply with little expense or difficulty are often equally effective. An example of the use of a simple device to illustrate a complex principle is the teacher who used a block of ice and a piece of copper wire pulled across it to teach the principle of glacial movement.

Contemporary

Two critical aspects of the learning process are embodied in the contemporary side of teaching. In spite of their importance, these may be the most neglected of the "Four C's." The principal reason for this neglect is the difficulty of making even a single lesson contemporary.

The first step in making a lesson contemporary is that of fitting the content and activity of the lesson to the interest and ability level of the class. A lesson on long division could hardly be taught with any success to a class that has not mastered the multiplication tables. Similar cautions would apply to the vocabulary, reading level, or prerequisite study experiences of students. It may be just as detrimental to pitch a lesson on a level below the students as at too high a level. Adult basic students are not children preparing to go into the world. They are already very much in the world, and lesson material intended for children is often ineffective for this very reason.

This first adjustment to the contemporary is largely a matter of planning and adapting the lesson material to the point of the student's readiness at the time of the lesson presentation. In the event that the lesson planned exceeds the readiness of the class, it may be necessary for the teacher to step backward and provide the student with experiences which will make him ready to study the materials initially planned.

The second element of the contemporary may be even more crucial than the first, since it is the condition upon which much of the success and satisfaction students find in school is based. The most successful teacher of any subject is the one who is able to make the students see applications of that subject within their own lives. The student who can see that the skills he is obtaining through his studies in the class are something that can be utilized outside the classroom will not only progress more rapidly through material, but will tend to retain that which he has learned to a much higher degree. Contrast this, if you will, with the student who feels he is studying simply for the test which will come as the terminal experience in his study of a given segment of material. He feels no responsibility to retain the material he has studied beyond the examination date and is often quite successful in erasing most of such knowledge from his mind very shortly thereafter. This, of course, is a most critical factor in adult basic education, and provides an excellent source of instructional materials in many cases.

If we recognize that the central purpose of education is the preparation of students for life outside of school, then it becomes very logical that our approach to whatever subject is taught will be governed by this rule of applicability. It would be foolish

to argue that it is easy to show application for every subject in the life of a student. On the other hand, it seems extremely difficult to justify spending important time teaching those things which have no apparent use outside of the classroom.

An example of this might be the experience that many adult basic education students have had in job hunting. Employment application forms can be used as exercises in improving handwriting. Simulated job interviews can serve as practice in oral communications skills. Evaluation of employment qualifications can be used as a guide in establishing goals for individual students. These activities can have real meaning for students who have experienced frustration in job seeking, while typical public school students might see them only as a pleasant game.

An awareness of the need for a contemporary orientation is evident in the direction taken by many adult basic education programs in social studies. While many secondary schools cling to the traditional approach to history and government, most adult basic education programs consider the relationship of the student and his environment to a much greater extent.

Thus, the contemporary scene must be a consideration both in planning the approach to the student and his ability, and in planning the development of subject materials to be utilized. The poet John Chiardi has said, "We must take the student from where he is at to where he ain't." The consideration of subject matter which is totally devoid of concern for where the student is "at" has little likelihood of moving him to someplace where he "ain't."

Conversational

The "C's" we have considered thus far have dealt largely with the development of the lesson. The fourth "C", conversational, moves into a distinctly different realm, and while it is essential to consider this factor in preparation of the lesson, it becomes much more distinctly an element of the lesson presentation than the previous factors.

The element of teaching which is most difficult for many teachers to develop is that of a conversational atmosphere within the classroom. This means that there is an exchange between student and teacher, rather than simply a one-sided presentation by the teacher. The teacher can receive, as well as send messages. It also means the creation of a feeling within the students of their freedom to communicate; expressing not only their questions or misunderstandings, but also exchanging ideas freely. This kind of communication probably represents the highest type of learning experience, because it tends to break down the artificial barriers which often exist between a teacher and his class. It should, therefore, be cultivated whenever possible. This atmosphere is created by a continuing feeling of freedom on the part of the

students. Although this should not be taken to suggest that all class activities should be "class discussions", the initial steps in creating this atmosphere are the responsibility of the teacher as he orients the class toward conversational activity. Techniques involved rely heavily, of course, upon the subject content, but questioning devices play a key role.

In Adult Basic Education programs an ideal communications structure has most of the questions originating with the students. There are several factors in most ABE classes which tend to inhibit the development of such a system, however. Students are often reluctant to ask questions because they fear failure, and often have very sharp memories of earlier school incidents which were demeaning to them. Questions are also difficult to elicit from ABE students at the beginning of their experience in it for the simple reason that they are in an unfamiliar situation. The ABE teacher will often need to set the stage for a conversational atmosphere by building much of his interaction with students or the class around questions. Much the same process can be used whether dealing with individual students or with students in groups.

Three elements are important in the use of questions to develop a conversational atmosphere: First, the nature of the question itself. Second, the way in which the question is asked; and third, the teacher's reaction to the student's response to the question. Few new teachers are able to rely upon their wits to supply them with good questions to ask in class. It becomes necessary then that they prepare questions in advance. Such questions should be planned as keys to discussion or other class activities. They might well be called "seed" questions, since considerable class activity could be expected to grow from the use of a single item. In some subjects, questions which do not have a single correct answer serve well as seeds for class activity. Questions which require some analysis, or where the process used to arrive at the correct answer is significant, can be used in other subject areas. Questions such as those illustrated below are generally classified as "higher order" questions.

An example from a class in communications skills: "Why is it necessary to use complete sentences in written messages when we don't in spoken communication?"

This question from a history lesson might illustrate a second questioning technique. "Class, I would like you to react to this statement... 'If the United Nations had existed in 1776, the United States would not exist as a free, independent nation today.' Experiences resulting from such a statement should be obvious."

A third example, posing a problem, might be illustrated by this technique from science: "Suppose you were asked to pass on the desirability of a particular location for settlement or colonization. What three questions would you want to ask before you made your decision?"

Development of each of the three techniques illustrated above would rely heavily upon one of the simplest questioning devices available to teachers, but one which is often utilized too rarely. That device---one word ---"Why?" Remember to use it from time to time in your teaching, but be careful that it is used in such a way that students do not perceive it as "putting them on the spot."

Another questioning technique is termed the inquiry method. This method might be illustrated thus: The teacher initiates the operation by instructing his class that he will answer any questions they ask about the problem posed, so long as they can be answered yes or no. He then places two glasses of clear liquid on the desk and into each glass drops an ice cube. The ice cube sinks to the bottom in one glass and floats in the other. After asking members of the class to describe what they have seen, the teacher is ready to accept the questions of the class. This process may lead from the identification of the two liquids to the characteristics which cause the reaction observed.

The way in which a question is asked is certainly not equivalent to the nature of the question from the intellectual standpoint, but it is significant, nonetheless, in view of the influence it has upon the kind of answer thus obtained. Questions should be consistently asked in the following manner. First the question, stated clearly and concisely; then a pause, then, when used with a class group, identification of the student from whom the answer is desired.

Let's analyze these steps: The reason for a clear concise statement of the question is obvious. It is unreasonable to expect someone to answer a question he doesn't hear or understand. Then a pause. This pause is a significant part of the questioning process. You have asked a question. Hopefully, it is a question which is of such nature that it will require some thought before it is to be answered. If this is the case, then it is unreasonable to expect an immediate answer from anyone in the class. Most of us have experienced the momentary confusion that may come as a result of being nailed with an unexpected question. Those who have, know that it may require only a matter of a few seconds to recover, so a brief pause, (at least long enough to draw a deep breath), although it may seem an infinitely long time to the teacher, is quite necessary in order to obtain the kind of answer we might hope to have elicited by the question asked.

The second step, when dealing with groups of students, is the identification of the student from whom the answer is desired. This means that a chorus of answers will not be accepted, but that one student initially will be made responsible for an answer. This contributes to good order in the classroom, but also increases the student's feeling of involvement because he then feels responsible to answer. The answer is his and his only. The identification of the student by name is equally important, since what more important word do we include in our vocabulary than our own name? "Hey, you!" has never been an adequate substitute for anybody's real name, as anyone who has gone by that name can readily testify. It is not necessary that the teacher call on a student who has volunteered. He should feel freedom to call on those who raise their hands or upon those who do not. If the teacher can build into his class the attitude that everyone should be ready to answer any question, and that the raised hand symbolizes some special contribution, class interaction will be a most productive process.

In connection with the method of asking questions, we encounter several other fairly common rules which need to be observed. First among these is to avoid the teacher's tendency to answer his own question. Before giving anyone else a chance many teachers respond to their own query. This is less likely to happen if the teacher is utilizing higher order questions of the kind illustrated than if he is using simple-answer questions; but it is an element to be avoided, since what good purpose do we serve by asking a question and then answering it? There will be more points to be made with regard to this in the discussion of teacher's response to a student's answer.

Two parallel points also to be avoided are: (1) a teacher's tendency to repeat his question and (2) repetition of the student's answer. The assertion that teachers commonly commit the two errors noted above is not intended to suggest that most teachers are somewhat simple-minded. In fact, it is quite natural to respond when a student asks that the questions be repeated. The teacher who consistently complies with this request is, however, detracting from the effectiveness of his questioning procedure. Many students, even the bright ones, find it easy to be thinking about a variety of things other than what is happening in class until the teacher calls on them for an answer, especially if they can count on having the question repeated.

An even more surprising and purposeless phenomenon is the common tendency of teachers to repeat their own questions before any class response is received. Many teachers report that they do this unconsciously until it is called to their attention in an audio tape or video tape of their performance. This most probably occurs for one of two reasons, either the teacher fears his

question has not been asked clearly and consequently feels an immediate need to rephrase or add to the question before it can be answered, or he simply is incapable of waiting passively during the "dead air" which occurs during the pause which has been indicated as an integral part of the questioning procedure.

The paramount problem in this practice is simply that this is an unnecessary expenditure of teacher energy. But second, this may create a serious distraction from students' thought processes during the interim between question and answer and may also create confusion as to just which question the student is being asked to answer. Since this practice is largely a nervous mannerism on the part of the teacher, it may be difficult to eliminate, but it should be avoided whenever possible.

The habit of the teacher's repeating the answer given by a student is somewhat similar to the one involved in repeating his own question. It could most often be classified as a kind of conditioned response, since many teachers will invariably respond to the student's answer in this particular pattern. There are a number of undesirable consequences of this action: (1) the student feels no obligation to give his answer loudly enough that it can be heard and understood by the other members of the class since he knows that the teacher will repeat his answer anyway. This results not only in a tendency for students to mumble their answers, but also causes students to feel a lack of commitment to their answers since they can be given in such a way as to be heard only by a small segment of their peers. (2) The student who can "turn off" his hearing aid, if you will, for the asking of a question has in effect freed himself to think about more pleasant things, even if only for an instant. Since he can count on the teacher to repeat whatever answer is given to any question that is asked, this allows him an extra moment to continue whatever special kind of meditation he is practicing. (3) It is extremely difficult to duplicate the phrasing of a student's answer when repeating. Difference in meaning may be given simply by changing the inflection. This means that the teacher may very well change the student's answer in repeating it. The result here is that the student becomes uncertain as to whether his answer to the question was correct. The answer becomes less his than it was initially, and he may actually find that he appears to have answered a different question from the one the teacher answered. (4) Perhaps most serious of all from the standpoint of the conversational atmosphere in the classroom is that the teacher's inclination to repeat the student's answer to each question creates the feeling that any answer which is to be sampled by the class must first be filtered through the teacher for his reaction. This tends to reduce, if not destroy, the possibility of interaction among students and revert to a situation where the entire classroom activity is focused upon the teacher.

Finally, the teacher's reaction to responses by the class, both to his questions and other elements of class activity, is a significant factor in building a conversational atmosphere in the class. Many adult basic education students retain a "failure complex" from early school experiences. This often causes a reluctance to make themselves vulnerable to error or criticism by speaking out in class. The teacher's role in creating a conversational atmosphere in the face of such feelings is a difficult one. He must constantly reinforce not only the actual answer, but also the student's willingness to respond in class.

It is possible for a teacher to reinforce a student's behavior without saying a word. If the teacher will attend closely to what the student says, he can respond by nodding his head, or by a beckoning gesture with the hand to encourage the student. He may further reinforce, of course, by complimentary responses: "That's a good answer." "I like what you have to say." "That shows you've been giving some thought." These, of course, are desirable elements of teacher behavior in any circumstance, since we assume that the teacher will recognize the need of each individual to perceive worth in himself. Care should be taken to vary this response to avoid the loss of value associated with continual repetition of the same response. "Good!" isn't nearly as heart-warming the fifty-first time it is uttered during any given class period.

The teacher's response further adds reinforcement to the student's behavior if he carefully analyzes the student's answer before accepting or rejecting it. If the student has given a response which is incorrect, it is the teacher's obligation to clarify this to the class. However, clarification of the kind which simply says "that's wrong" may tend to inhibit student responses in the future. The student might fear being mistaken or hesitate making a response which we might classify as a free-wheeling kind of statement.

The teacher may correct gently by supplying possible alternatives, or by calling on someone else, but perhaps the teacher needs to probe the student further to find out whether he really knows the correct answer. This can be done by prompting or hinting, or by further questioning to direct the student toward a correct response. This is perhaps the most desirable reaction a teacher can elicit when an incorrect response is obtained, since it avoids the stigma which might have been attached to a wrong answer and leads the student to success in the form of a correct answer.

Teachers often inhibit student response by their reaction to correct answers which do not quite agree with their interpretation of the situation. The teacher will hear the student's response and then repeat the student's answer to the question with subtle variations which make it, thus, the teacher's answer to the question.

It seems somewhat unreasonable, since we have made it a point earlier to make a student responsible for the answer, that the teacher would want to make the answer to the question appear to originate with himself.

One characteristic of beginning teachers which tends to reduce the effectiveness of questioning is their willingness to accept the first answer that is given. Many times a beginning teacher, by accepting the first answer he gets to a question, actually renders somewhat useless the whole questioning procedure, since a student may give a quick answer without having given careful thought and will probably, by the time he has finished the answer, be ready with a more complete response. If the answer given by a student is not totally satisfactory, the teacher should look for a better response either from the first respondent, or from another student.

The teacher should be ready to expand on any answer with such responses as, "Can you give an example?" or "How does that compare with the idea Jerry just gave?" Explain, compare, give examples, clarify, or just plain "What makes you think so?" should be carefully sharpened tools in the teacher's conversational kit. In many cases they can be used to help get the teacher past a difficult point in the lesson as well as to improve the quality of student responses.

Even in many cases where the student's answer appears to be correct, the teacher can enhance the conversationality of the situation by asking for further responses, additional reactions, or by calling on students who may indicate a desire to speak further. This must, of course, be done with care, in order to avoid giving the impression that the first response was incorrect. The teacher's statement, "I like that one, but I wonder if there are any other points we want to look at" might avoid this kind of feeling. Or, in the event another student still has his hand raised, the teacher might say, "Very good, let's see what Fred has to add to your answer." The values of such a procedure are numerous. Among them, the development of the feeling on the part of the student that the teacher is carefully weighing and analyzing his answer is very important. Since the student wants to feel that his answer is significant, the willingness of the teacher to look carefully at the answer will draw a favorable reaction from the student.

This has been a very brief introduction to four fundamental elements of successful teaching. They will not resolve all the classroom problems which may be encountered, but the incorporation of these devices into classroom practice will make a significant contribution to classroom success, especially if it can be coupled with the general relationship between teacher and students suggested here. Growth in the ability to utilize the "Four C's" can come only as a result of practice and commitment to this means of improved classroom performance.

Computational Skills

Behavioral Objective: At the end of this unit the student should be able to show that he:

1. Has evaluated the various materials for instruction in computational skills by listing the relative merits of two approaches which might be open to him.
2. Can apply an experience centered approach to teaching computational skills by developing an individual program of instruction based upon data given for a simulated situation.

Learning Experiences

1. Recent developments in mathematics instruction have led to divergent opinions regarding what constitutes an appropriate approach to mathematics instruction for adult basic education. The public schools have largely adopted the "modern" math approach, which is heavily oriented to concept development. The more familiar mathematics is further divided into two approaches, which might be classified as the "practical" and the "basic skills".

Most authorities favor the "practical" approach because adult basic students often have developed a fundamental understanding of numbers and number skills simply by repeated contact and use. Adult basic students generally have a significantly higher level of competence in arithmetic than they do in reading. The practical approach takes advantage of this acquired skill by applying it to problems of a familiar setting.

An additional advantage to the practical approach is that most instructional materials prepared exclusively for adults have this orientation.

Read the essay, Arithmetic In Adult Basic Education, by Robert L. Johnson. Enclosure #1

Study the materials listed below and identify the approach taken in at least six.

Additions of Like Fractions, Dippold; Graflex

Adult Adventures in Arithmetic, Upton; American Book

Adult Adventures in Arithmetic, Mathematics AA, Upton; American Book

Arithmetic, Brice; Holt, Rinehart & Winston

Arithmetic 1, Cambridge

Bases and Numerals - Introduction to Numeration, Seltzer; Macmillan

Basic Essentials of Mathematics, Part I, Shea; Steck-Vaughn

Basic Essentials of Mathematics, Part II, Shea; Steck-Vaughn

Consumer Mathematics, Book I - Vocational Opportunities & Lifetime Earnings, Knowles; Behavioral Research Laboratories

Figure It Out, Book I, Wallace; Follett

Lessons for Self-Instruction in Basic Skills - Addition AB, Addition EE, Division EF, Multiplication D, Subtraction AB, Subtraction C, Subtraction EF, Following Directions Series CD, Brueckner; California Test Bureau

Mathematics, A Basic Course, Book I, Frankson, Finkelstein; Cambridge

Measure, Cut & Sew, Starks; Holt, Rinehart & Winston

Programmed Math for Adults, Book 1 Basic Addition, Book 2 Addition, Book 3 Subtraction, Book 4 Multiplication, Book 5 Division, Book 6 Fractions, Book 7 Decimals, Book 8 Measurement, Book 9 Consumer Math, Book 10 Personal Math, Sullivan Association; McGraw-Hill

Working With Numbers, Book III, Shea; Steck-Vaughn

2. An experience centered approach to teaching computational skills attempts to focus on the elements of arithmetic which are encountered in the everyday experiences of the adult basic student. Examples of materials of this kind may be found in the Curriculum Guide for Adult Basic Education, Sibilisky, pp 40-52. This is a document available through ERIC, Ed 028 360. An experience centered approach to arithmetic may very well utilize not only the common interests of individual students such as budgeting, making bank deposits, writing checks or adding the figures from a grocery store advertisement, but may utilize the occupation or the occupational goal of the student to suggest materials and problems. For example, housewives may need to study measurement or fractions for use in cooking. Truck drivers may use maps to compute mileage, or mileage figures to compute gasoline consumption. Carpenters or bricklayers are required to use measurement and fractions. Choose a specific occupation and develop an outline of study, including sample problems, which would relate to this occupation as they might be used in teaching computational skills to an adult basic student.

You may use materials selected from as many as three of the sources listed above, but must also include some problem materials you have prepared yourself. Remember that you must assume the level of ability of the student in planning the materials he will be expected to use. Once you have completed this plan check with your instructor for evaluation of it.

3. Practice teaching an arithmetic lesson based on the experience centered approach to one or more of your peers. Ask him to evaluate the lesson once you have completed it. You may wish to make a recording of this lesson, either by use of an audio tape recorder, or, if it is available, on video tape so that you may examine your procedures in teaching, as well as the plans which you developed.

Self Assessment

Write an evaluation of the materials which you have prepared for teaching computational skills and of your performance in presenting the plan to your peers. You may use the criteria of the Four C's of Teaching as a basis for your evaluation. Once you have completed the evaluation you are ready for the post assessment.

Post Assessment

Arrange to meet with your instructor for an evaluation of your proficiency in the area of teaching computational skills. You should be prepared to show him the evaluation which you have written as a part of the self-assessment. The instructor may ask you to outline a plan for instruction based on data he will supply for a simulated class situation. Your performance here should illustrate not only your proficiency in using the experience centered approach, but should also show evidence that you have evaluated and selected at least two sources of material to be used for this instruction. If you choose, one of the sources may be materials which you have prepared yourself.

Additional Sources of Ideas and Materials

Algebra, Book I, Austin, Texas; Steck-Vaughn, 1960

Arithmetic Is Fun, Wallace, Mary; Lark Foundation, Yakima, Washington

Basic Numbers and Money, Series 300, Galien, Mich.; Allied Education Council, 1965

Mathematics-Advanced Level, Shea, James

Mathematics-Beginning Level, Goble, Dorothy

Mathematics-Intermediate Level, Shea, James

Measurement Terms and Tools for Measurement, Dept. of Interior, Branch of Education, Bureau of Indian Affairs, Published by Seminole Adult Education Program

Money Makes Sense, Kahn, Charles, San Francisco, Calif.; Feron, 1960

Scientific Research Association, Greater Cleveland Mathematics Program, Books 1-9, The Association, Inc., Chicago, Ill., 1965

You and Your Money, Austin, Texas; Steck-Vaughn, 1967

The materials listed below, while not intended explicitly for use with students in adult basic education, may provide valuable insights into the process of teaching basic mathematics.

A Guide to the Use and Procurement of Teaching Aids for Mathematics, Berger, Emil J., Johnson, Donovan A.; National Council of Teachers of Mathematics, 1959.

Building Mental Imagery in Mathematics, Jencks, Stanley M., Peck, Donald M.; Holt, Rinehart & Winston, Inc., 1968

Multiple Methods of Teaching Mathematics in the Elementary School, D'Augustine, Charles H.; Harper & Row

Teaching New Mathematics in the Elementary Schools, Blaney, Rosemarie B.; Teachers Practical Press, 1964

An additional source of possible value to the teacher of adult basic students in mathematics is:

Occupational Mathematics, Washington State Coordinating Council for Occupational Education, Olympia, Washington

This source consists of 27 programmed texts in basic mathematics intended for vocational students. Topics range from manipulation of fractions to scientific notation.

Available through ERIC as VT 006 833 to VT 006 909, or ED 022 929 to ED 022 953.

Enclosure #1

ARITHMETIC IN ADULT BASIC EDUCATION

Robert L. Johnson
Colorado State College

The danger in speaking in a general way, and briefly, about the problems of teaching adults about arithmetic lies first in the fact that there is no general model, no special essence, no sine qua non which characterizes the adult and, second, in the nature of the subject matter. With regard to their grasp of the essential elements of arithmetic, adults, like children, come in all shapes and sizes. And, although some of us managed to acquire some fundamental notions of arithmetic through mysterious means, the concepts of arithmetic are of such a nature as to require special kinds of learning. Nevertheless, it should be possible to identify some of the most obvious generalizations in spite of these two restraints.

A basic assumption will serve us well as the problems of adult education in arithmetic are analyzed. This assumption is that the adult learner must rely upon understanding ideas and must not rely upon rote memory. In spite of all efforts to explain an idea, the teacher is often eventually resigned to telling the student to just memorize the technique or the algorithm. Often this student is the one least capable of memorization so that the effect of such attempted teaching is to limit the achievable goals for the student to those within the range of his memory skills.

Within the framework of this assumption the teacher of adult basic education in arithmetic has only to choose the manner of presentation of topics. The criterion here should be the social,

economic, or vocational usefulness of the method. The adult will believe that if he can't use what he is being taught, then he doesn't really understand it.

The choice of topics from arithmetic is obvious: the four fundamental operations with whole numbers, fractional numbers, decimals, and percents. In order to make these operations most understandable, I recommend that the first topic be counting. The mystery of our number names can only be removed by making clear the routine of our numeration system, while meaning can be attached to addition and the other operations by reference to counting. It is as if there is but one fundamental operation, counting, while all others are derivatives.

Finally, the choice of suitable materials must remain the decision of each instructor, because the needs of each group of adults are unique. In general, the best choice is to develop materials at the site and not to depend solely upon commercial texts. As teachers of adults in this program, we must remember to vary the routine, use concrete situations, lab work, models, experiments; real life situations should be dramatized. We should emphasize oral work, pace the work to promote success, and emphasize the need for each adult to understand arithmetic. Above all else, we must be resourceful, sympathetic, flexible, honest, loyal, trustworthy, and brave.

TEACHING READING
IN ADULT BASIC EDUCATION

UNIT: TEACHING READING IN ADULT BASIC EDUCATION

Behavioral Objectives

After completing this unit you will be able to:

1. Comprehend word recognition skills necessary for reading by writing a lesson plan for each of the following word recognition skills: a single consonant, a short vowel, a long vowel, a schwa, a diphthong, a consonant blend, an inflectional ending, a suffix or a prefix, and syllabication.
2. Implement lessons to teach word recognition skills by teaching self-constructed lessons to adults in adult basic education classes and receiving a satisfactory rating on a critique sheet filled out by a teacher or supervisor.
3. Comprehend reading comprehension skills by writing a lesson plan for each of the following comprehension skills: recognizing the main idea, recalling specific details, making inferences, and relating data in an article to information gained from another source.
4. Implement lessons to teach reading comprehension skills by teaching self-constructed lessons to adults in adult basic education classes and receiving a satisfactory rating on a critique sheet filled out by a teacher or supervisor.
5. Comprehend materials that are available to teach reading to adults by listing and summarizing the purposes of two different commercial, adult basic learning materials.
6. Analyze the importance of the language-experience approach to teaching reading in adult basic education by describing a language-experience lesson you have developed and taught, then comparing that lesson with commercial reading lesson materials.
7. Apply knowledge of fifteen characteristics of non-reading adults by checking a list of each characteristic and its accompanying instructional implications for effectively teaching adults against your teaching behavior in an adult basic education class.

LEARNING EXPERIENCES

1. Read the following source; this is an excellent, small paperback book discussing the word recognition skills:
 - a. Word Attack Skills in Reading by Carl J. Wallen, 1969 Charles E. Merrill Publishing Company. This book is an excellent reference book for any reading teacher.
 - b. Although the above source is recommended, any of the following sources may be adequate:
 - 1) Phonics in Proper Perspective, Second Edition by Arthur W. Heilman, 1969, Charles E. Merrill Publishing Company
 - 2) Programmed Word Attack for Teachers by Robert M. Wilson and Maryanne Hall, 1968, Charles E. Merrill Publishing Company.
 - 3) Teaching Them to Read by Dolores Durkin, 1970, Allyn and Bacon, Inc., Chapters 10, 11, and 12, pp. 233-321
 - c. As you read, there may be some questions arise that are left unanswered. Write these questions on paper. Such questions are encouraged, particularly when they apply to your understanding of how to teach any particular word analysis skill.
 - d. After completing the reading, if you have any unanswered questions arising from the readings, arrange a conference with the instructor to discuss the questions.
2. After completing one of the sources above, read the Scope of Phonic Analysis Skills outline (Enclosure 1). Keep this outline in a readily available place and use it as a guide to reading program development, for lesson plans, for individual testing and teaching objectives, and for individualized program charts.
3. Write at least one lesson plan for each of the word recognition skills listed below. Use a format similar to that of the sample lesson plan (Enclosure 2). Note: These are not to be complete reading lesson plans, but merely the parts of lesson plans that deal with word recognition skills.
 - a. Either of the single consonants c or g
 - b. Any other single consonant of your choice
 - c. Consonant blend

- d. Short vowel
- e. Long vowel
- f. Schwa
- g. Diphthong
- h. Inflectional endings
- i. Suffix or prefix
- j. Breaking words into syllables

After completing the first lesson plan, have it approved by the instructor before writing the other lesson plans. This may save you considerable time in writing the other lesson plans. After all the lesson plans are complete, give them to the instructor for evaluation.

4. Teach an adult or a group of adults in an adult basic education class a lesson from four of the categories of word recognition skills listed in Learning Experience No. 3. You may prepare new lesson plans or use lesson plans you prepared in Learning Experience No. 3 if the lessons are appropriate for the particular learners you work with.

After completing each lesson, critique your lesson using one of the Critique Sheets (Enclosure 3). Give one of the Critique Sheets to the teacher or supervisor so that he also may evaluate your teaching.

5. Read Chapter 13, pp. 285-307, in Improving Reading Instruction by Donald D. Durrell, 1956, Harcourt, Brace and World, Inc. This is an excellent chapter describing how reading comprehension can be taught.
6. Write one lesson plan for each of the following comprehension skills. Remember from Chapter 13 of Durrell that oral recall or answering of questions is easier (more successful) than written recall or answers. As the reading materials for these lesson plans, use materials that are used in adult basic education classes. Use a format similar to the sample lesson plan (Enclosure 4). Arrange a conference with the instructor and discuss the completed lesson plans with him.
 - a. Recognizing the main idea
 - b. Recalling specific details
 - c. Making inferences
 - d. Relating data in an article to information gained elsewhere

7. Teach an adult or a group of adults in an adult basic education class a lesson emphasizing one of the four comprehension skills listed in Learning Experience No. 6. You may prepare a new lesson plan or use one of those you prepared in Learning Experience No. 6. After completing the lesson, critique your lesson using one of the Critique Sheets (Enclosure 3). Give one of the Critique Sheets to the teacher or supervisor so that he also may evaluate your teaching.

8. Examine materials in a curriculum library and in programs of adult basic education to become familiar with various commercial materials that are available. Choose two different sets of commercial materials and study them in sufficient depth that you would feel confident in teaching with these materials. In writing list the materials of each set, explain their purposes, and describe briefly how they should be used. Remember, no set of teaching materials is any better than the teacher using it. Submit this written assignment to the instructor.

To help you identify adult basic education materials, the accompanying list (Enclosure 5) may be very useful. Please be aware that most major publishing companies are producing adult basic education materials, and any list will constantly need up-dating.

9. Read the two sources listed below. These two sources merely introduce the language-experience approach to teaching reading. Although these sources were written for teachers of young children, the principles and procedures may be adapted easily to the more mature student in adult basic education classes. Even though only a minimum amount of reading has been suggested, you may find it informative and interesting to read further in each source.

a. Teaching Reading As A Language Experience by MaryAnne Hall, Charles E. Merrill Publishing Company, 1970, pp. 26-34.

b. The Language-Experience Approach To The Teaching Of Reading, by Russell G. Stauffer, Harper and Row, Publishers, 1970, pp. 253-58.

10. Develop, in writing, a language experience reading lesson to teach to an adult in an adult basic education class. Use a format similar to that of the sample lesson plan (Enclosure 6). Submit the lesson plan to the instructor for approval.
11. Teach an adult in an adult basic education class from the above lesson plan. Assume the learner needs the particular word analysis skill you prepared or be ready to present another word analysis skill that you determine is needed as you inter-act with the learner.

12. Compare and contrast, in writing, the lesson you presented in Learning Experience No. 11 with one of the sets of commercial reading materials you described in Learning Experience No. 8. After you have completed the writing, discuss it with the instructor.
13. Read the list of characteristics of non-reading adult learners and the accompanying instructional implications for teachers (Enclosure 7). As you student teach and as you teach, check your teaching behavior against this list by putting a check mark in the blank in front of the item numbers of the instructional implications you are successfully providing.

Extra copies of this list are provided so that you may do this periodically during the year; it may be helpful to have a program director or supervisor check your teaching behavior with this list once a year.

Enclosure 1

UNIT: TEACHING READING IN ADULT BASIC EDUCATION

SCOPE OF PHONIC ANALYSIS SKILLS

Visual Discrimination

1. Capitals: O X A B T C L R I S P N F E H D M K Z J Y
W G Q U V
2. Lower case: o x s c i p t m k z e w r j y f n a h v u
b d l g q

NOTE: In adult basic education classes, you may want to teach the letters in alphabetical order rather than in the above order of the easiest to most difficult to learn.

If you want to teach capitals and lower case at the same time, use the order presented for capitals or use the usual alphabetical order.

3. Consonant blends: bl br cr dr fl fr gl gr pl pr sc sl
sk sm sp str sw tr
4. Consonant digraphs: ch ph sh th wh

Auditory Discrimination

1. Consonants

- a. Initial single consonants: f b h g c l m d j n k p r
w s t y v z qu x
- b. Initial consonant blends: dr cr tr pr gr br fr cl fl
pl gl bl sl sc sk sm sp st
str sw
- c. Initial consonant digraphs: th wh ch sh ph
- d. Final single consonants
- e. Final consonant blends and digraphs

2. Vowels

- a. Short vowels: a e i o u (As in "Fat Ed is not up.")
- b. Long vowels: a e i o u (Sound is same as its own name.)

Phonic Word Attack

1. Letter names

2. Consonants

- a. Initial single consonants: f b h g c l m d j n k p
r w s t y v z qu x
- b. Initial consonant blends: dr cr tr pr gr br fr cl fl
pl gl bl sl sc sk sm sp st
str sw
- c. Initial consonant digraphs: th wh ch sh ph
- d. Final single consonants
- e. Final consonant blends and digraphs

3. Vowels

- a. VC and CVC pattern
at cat
- b. VCE and CVCE pattern
ate rake
- c. CV and CVV pattern
go buy
- d. Vowels not in patterns
 - 1) ai ea ee oa (boat)
 - 2) oo and oo (fool and foot)
 - 3) Diphthongs: oi ou ow oy (boy)
 - 4) Vowel and r: ar er ir or ur (far)
 - 5) a followed by l ll u w (awful)
 - 6) o followed by ld (fold)
 - 7) i followed by gh ld nd (fight)

Structural Word Attack

1. Terminology

root, affix, suffix, prefix, compound words, and root-stems
(telephone)

2. Introductory level

a. Prefixes: un-

b. Suffixes

1) The spelling of the root word remains unchanged
when a suffix is added: words answered going
boy's taller

2) Letters are added to the root word:

stopped begging dimmer dimmest fitted hitting

3) The last letter in the root word is deleted:

piled smiling wider caged riding widest

4) The last letter of the root word is changed:
cities cries cried drier dried driest

c. Compound words

3. Intermediate level

a. Prefixes: a- dis- in-

b. Suffixes: -ble -er -or -ful -less -like -ly -y -ty

-ment -ness -ous -ship -tion -sion -th -ward

c. Compound words

4. Advanced level

a. Prefixes: a- ad- ap- com- con- de- dis- en- im-
il- ir- pre- pro-

b. Greek and Latin root-stems

Syllabic Word Attack

1. Identify vowels and consonants
2. Two syllable words
 - a. VC/CV pattern: matter narrow ladder
 pencil mountains harpoon
 pumpkin athlete minstrel
 - b. V/CV pattern: again final desert
 report machine reply
 vibrate agree about
 - c. Exceptions to the V/CV pattern (Teach the learner to try the pattern like b above):
 de/sert (first try) des/ert (second try)
 re/fuse ref/use
 - d. -le pattern: an/kle han/dle mar/ble
3. Multisyllabic words: Follow the same pattern as with single syllable words.

Sight Words

1. Teach whatever sight words are deemed necessary for reading a particular story.
2. Teach sight words when teaching vocabulary.
3. Teach whatever words may be used for word knowledge in phonic word attack.

Context Clues

1. The reader should learn always to verify the accuracy of any unknown or unfamiliar word he attacks with word analysis skills in his reading. This is done by determining if the new word is appropriate for the context in which it is used. If the new word fits so that the sentence is meaningful, then the probability of the new word being correct is increased.

Enclosure 2

UNIT: TEACHING READING IN ADULT BASIC EDUCATION

SAMPLE LESSON PLAN FOR TEACHING A WORD RECOGNITION SKILL

Objective: Phonic analysis skill: initial consonant "h"

Procedures:

1. Show the following word-pairs, one at a time. Pronounce the first word. Ask the student to pronounce the second word. If the student cannot pronounce the word, refer to the picture word hat (Procedure No. 2). Continue through the complete set of words. If the student can pronounce all five words correctly without aid, terminate the lesson (the learner has already achieved the objective).

mouse:	house	pill:	hill
ten:	hen	cut:	hut
land:	hand		

2. Show a picture of a hat with the word hat printed underneath. Ask what the object in the picture is. Reply: Yes, and this is how hat is spelled. What is the first letter in hat? Yes, and show me how you form your mouth and what you do to make that sound. Good! (Always provide much positive encouragement.)
3. Tell the student that when he comes to words in his reading that begin with "h" he should give them the same sound as he did the practice and picture words above. You may bring out this application by asking questions of the students.
4. After a short time, test the student with the following word-pairs:

lot:	hot	tint:	hint
jem:	hem	bug:	hug
tang:	hang		

If the student misses any word in this test, present the lesson objective again in a future lesson.

Materials:

1. Picture of hat with word hat printed underneath.
2. Flash cards containing the words listed above in items 1 and 4.

NOTE: When you actually teach, you will not need to have such a detailed lesson plan. You will use phrases and words whereas in these lesson plans complete sentences are necessary for the course instructor to know what you intend to do.

Enclosure 3

UNIT: TEACHING READING IN ADULT BASIC EDUCATION

Critique Sheet

Put a check mark in front of each item that can be answered "yes" in this particular lesson.

- ___ 1. Was the specific objective of the lesson clear?
- ___ 2. Were a variety of procedures and aids used to make the lesson objective more clearly understood and easily achieved?
- ___ 3. Did I effectively use my voice to reinforce the student?
- ___ 4. Did I attempt to make the student feel important?
- ___ 5. Did I attempt to make the student feel the skill is important?
- ___ 6. Was the lead-in to the lesson effective?
- ___ 7. Was the lesson development clear enough to avoid confusion or frustration by the student?
- ___ 8. Did I provide a conclusion or an application so that the student may see how he may use the skill to improve his reading?

Comments:

Signed: _____ Date: _____

Enclosure 4

UNIT: TEACHING READING IN ADULT BASIC EDUCATION
SAMPLE LESSON PLAN FOR TEACHING A COMPREHENSION SKILL

Objective: Recall of specific details

Procedures:

NOTE: The comprehension objective and procedures would follow the word recognition objective and procedures in the lesson plan. The word recognition procedures should include sight words and vocabulary discussion that would enable the learner to read the story with few, if any, interruptions caused by meeting words he did not know.

1. Introduce the story to stimulate interest.
2. Ask the following questions before the learner reads the story; then let the learner read to find the answers.
 - a. What was the first evidence that something different lived high in the mountains?
 - b. Three experiences with the strange creature were told in the story. Will you describe each story?
 - c. How tall were two of the creatures that were seen?
3. Be available to provide words the learner needs help with in his reading. Make a note of what these words are; these words may provide clues for word recognition skills to be presented in future lessons. Do not have the learner try to sound out the words in this part of the lesson because you are emphasizing understanding ideas, not pronouncing words.
4. After the learner finishes reading, ask the questions again one at a time. Allow the learner to respond orally. If he cannot answer a question, have him re-read that section where the answer is located. Emphasize that this kind of re-reading is a method of improving comprehension, not a punishment. Allow him to give the correct answer once he finds it. Praise him.
5. If the learner answers each question correctly without returning to the article, praise him. Then ask additional specific questions from the article:
 - a. What did the men do when they saw the two creatures after following their tracks for hours?
 - b. What did one explorer do to prove that footprints of the creature exist?

Enclosure 4 continued

- c. What do the people of the mountain villages say the snowman is?
- d. What do the scientists who are trying to capture a snowman hope to prove?

If the learner can answer any of these questions, praise him and let him know he is accomplishing the lesson objective.

Materials:

1. Reading Skill Builders, Level 2, Part 3, Reader's Digest Services, Inc., 1960, "Giant Snowman of the Mountains", pp. 5-8.

NOTE: When you actually teach, you will not need to have such a detailed lesson plan. You will use phrases and words whereas in these lesson plans complete sentences are necessary for the course instructor to know what you mean to do.

Enclosure 5

UNIT: TEACHING READING IN ADULT BASIC EDUCATION

READING MATERIALS

Jimmie D. Merrill
School of Education
Weber State College

Publisher: Educational Division
Reader's Digest Services, Inc. (1964)

Title: The Adult Readers

Author: Editors

Grade level: 0, 1, 2, 3

Series: The adult Readers

Price: 25¢ each and 10¢ for the teacher manual

Paper bound:

Annotation: This series consists of a set of 12 thirty-two page readers. The story content would be most interesting to a teenage audience. Useful also to develop basic comprehension and word analysis skills.

Publisher: Fearon Publishers
Palo Alto, California

Title: Pacemaker Story Books

Author: G. R. Crosher

Grade Level: 0, 1, 2, 3

Series: Pacemaker Story Book Series

Price: \$.75

Paper bound reading book:

Annotation: Designed specifically for the educable mentally retarded and slow learner, but they can also be used successfully as enrichment and remedial material. Specific titles:

- A Bomb in the Submarine
- Adventure in the Snow
- Around the Town
- A Gun from Nowhere
- Island Adventure
- Mystery Cottage
- Mystery at Camp Sunshine
- Treasure in the Ruins

Publisher: Macmillan Company
New York, N. Y.

Title: The New Streamlined English Series (1966-1967)

Author: Lauback, Kirk, Lauback

Grade level: 1, 2, 3, 4, and 5

Series: The New Streamline English Series

Price: \$1.12 to \$1.36 each

Paperbound readers and skillbook:

Annotation: The complete series consists of 192 lessons that are easy to teach and easy to follow. Part 1 of the series (the first five Skill Books with their Correlated Readers) emphasizes the development of basic skills, e.g., phonics, structural analysis, comprehension, and vocabulary development. Part 2 encourages independent reading and stresses the skills needed for reading newspapers, maps and directories as well as such literary forms as biography, essay and poetry.

Special feature is a memory-aid that uses pictures with super-imposed letters to associate sound with sight. Teacher's guides are provided with the series.

Publisher: Pacemaker Books 1964 revised edition

Title: You and Your World

Author: Willeta Bolinger

Grade level: 2

Series: no

Price: \$2.00

Paperbound:

Annotation: This is a workbook consisting mainly of pictures of young people, his family, environment and world. It would probably be better for Junior High or high school students rather than adults.

120 pages

Publisher: Holt, Rinehart, Winston
New York, Toronto and London

Title: Learning to Read and Write

Author: Henderson and Henderson

Grade level: 3

Series: no

Price: \$2.64

Paper Bound:

Annotation: Approach is a combination of phonics and sight methods. It is designed for an adult reading at the third grade level but needing review and phonics. It has a good format.

Publisher: Macmillan Company
Distribution Center
Riverside, N. J. 08075

Prepared by Educational Development
Corporation
Palo Alto, California

Title: Macmillan Reading Spectrum

Author: Editors--Weinberg, Deighton, Sanford, Bishop, Gillespie, Crosby.

Grade level: 2 through 8

Series: 3 areas containing 6 booklets each.

Prices: The Spectrum of Skills, includes 4 copies of booklets, List \$78
Net \$58.50 3 display boxes, teacher's guide and pupil record book.

Individual booklets list \$1.00 Net \$.75

Paper bound booklets of about 130 pages each.

Annotation: This set consists of six booklets in each of three different reading skills area, word analysis, vocabulary development, and reading comprehension. There are 18 booklets in all, plus a pupil record book and a teacher's guide. The booklets are self-directing, self correcting and non-consumable.

Publisher: Follett Publishing Company
1010 W. Washington Blvd.
Chicago, Illinois 60607

Title: Systems for Success Book 1 and 2

Author: R. Lee Henney, Ph.D.

Grade Level: 1, 2, 3, 4

Series: System for Success

Price: Book 1...\$2.49 Book 2...\$2.49 Instructor's Book...\$4.50 each

Paper bound workbook:

Annotation: A complete beginning program which presents relevant information while using an integrated approach to build skill in reading, writing, spelling, arithmetic and English grammar. Each lesson develops a functional vocabulary and provides for cumulative word power by groupings in phonetic "families" and progression from monosyllabic to polysyllabic words. Designed for adults.

Publisher: Follett Publishing Company
1010 W. Washington Blvd.
Chicago, Illinois 60607

Title: Reading for a Purpose

Authors: Dr. J. B. Adair and Dr. R. L. Curry

Grade Level: 0, 1, 2, 3, 4, 5, 6

Series: Reading for a Purpose

Price: Workbooks...\$3.54 Teacher's manual...\$4.50

Loose leaf notebook:

Annotation: Develops basic reading skills for adult and young adult illiterates by utilizing the sight-word approach. Includes auditory and visual discrimination, speaking, listening, alphabet, sensory images, handwriting, word recognition, comprehension. Sequential arrangement of meaningful contextual reading material in fifty loose leaf lessons allows individual pacing for immediate and continuing successful learning experiences.

Publisher: Gifted Teachers Book Company, Inc. (1966)
Flossmoor, Illinois 60422

Title: Photo-Phonics Language Arts Program

Author: Jerry W. Johnson

Grade Level: 0, 1, 2, 3, 4, 5, 6

Series: Photo-Phonics Language Arts Program

Price:

Text and workbooks:

Annotation: Book 1 begins pre-primer level of reading for adults. It is made especially for adults and has an adult approach to reading. The book goes as far as advanced fourth or beginning fifth grade. It starts with the alphabet and runs through the consonant sounds as well as initial and final consonant blends. It contains functional exercises such as writing letters, filling out checks and filling in forms.

Publisher: Harr Wagner Publishing Company
609 Mission Street
San Francisco, California 94105

Title: Individual Titles listed below

Author: Editors

Grade Level: approximately 2, 3, 4, 5

Series:

The Wildlife Adventure Series	interest range: Gr. 2-8
The Deep-Sea Adventure Series	interest range: Gr. 2-10
The Morgan Bay Mystery Series	interest range: Gr. 3-10
The Reading-Motivated Series	interest range: Gr. 4-9
The Checkered-Flag Series	interest range: Gr. 5-adult

Price: approximately \$2.50 apiece

Hard Bound:

Annotation: Each series features high-interest, book-length stories; controlled reading levels; correlated activities and exercises. The illustrations are mature and colorful.

Publisher: Barnell Loft, Ltd.
111 South Centre Avenue
Rockville Centre, L.I., New York

Title: Specific Skill Series
Using the Context, Levels 1-6 (Books A, E, C, D, E, F)
Working with Sounds, Levels 1-6 (Books A, E, C, D)
Following Directions, Levels 1-6 (Books A, B, C, D)
Locating the Answer, Levels 1-6 (Books A, B, C, D, E, F)
Getting the Facts, Levels 1-6 (Books A, B, C, D, E)

Author: Edited

Grade Levels: 4 through 12 (sometimes appropriate at second and third grade levels)

Series: 5 titles, 4 to 6 levels for each title.

Price: Specimen Sets
By skills
Using the Context, Levels 1-6 (Books A, B, C, D, E, F) \$5.69
Working with Sounds, Levels 1-4 (Books A, B, C, D) \$3.89
Following Directions, Levels 1-4 (Books A, B, C, D) \$3.89
Locating the Answer, Levels 1-4 (Books A, B, C, D) \$3.89
Getting the Facts, Levels 1-5 (Books A, B, C, D, E) \$4.74

By Levels:

1st level (Books A) Using the Context, Working with Sounds, Following Directions, Locating the Answer, Getting the Facts.....\$4.74
2nd level (Books B) Using the Context, Working with Sounds, Following Directions, Locating the Answer, Getting the Facts.....\$4.74
3rd level (Books C) Using the Context, Working with Sounds, Following Directions, Locating the Answer, Getting the Facts.....\$4.74
4th level (Books D) Using the Context, Working with Sounds, Following Directions, Locating the Answer, Getting the Facts.....\$4.74
5th level (Books E) Using the Context, Getting the Facts.....\$1.90

Complete Specimen Set:

1 copy of each of the 23 available books.....\$20.00
Price for specimen sets include answer keys for each book, worksheets and graphs for levels 3-6 (Books C-F), postage and handling.
10 copies of any book.....\$7.90
Answer keys for each......10
Worksheets for levels 3, 4, 5, 6 (100 per pkg.).....\$1.25

Paperbound: Materials

Annotation: This series is a structured programmed learning of skills. The skills are indicated by the titles of the various books. It is a step by step self correcting program; however, there are times when self-scoring is not desirable thus this feature is optional. It can be a supplement for a basal reading series, individualized program, and provides maximum results with minimum supervision. Directions included in each book contain 6 hours work scored in less than 6 minutes. Its mature format is designed for swift skill development acceptable to readers of all ages.

Publisher: Childrens Press, Inc.
Chicago, Illinois

Title: People of Destiny

Author: Edited

Grade Level 4 through 6

Series: Series of books

Price: \$3.98 (Subscription price for entire program \$3.04 each)

Hardbound:

Annotation: This is a series of biography books about such individuals as Douglas MacArthur, Henry Ford, Babe Ruth, Leonard Bernstein, Etc. Approximately 100 pages with approximately 50 photographs from files of the news service with additional drawings to help with interpretation. The original manuscripts were read and approved. Each book includes a comprehensive bibliography of 35 to 40 titles for further in-depth reading.

Publisher: The Committee on Diagnostic Reading Test, Inc.
Mountain Home, North Carolina 28759

Title: Reading Exercises

Author: Edited

Grade Level: 4 through 12

Series: Cards at levels 1, 2, and 3

Price: Level 1, \$15.00 Scoring key \$1.00
Level 2, \$25.00 Scoring key \$.50
Level 3, \$25.00 Scoring key \$.50

Paperbound: cards and folders

Annotation: Reading exercises are for use in the classroom. They are self-administering. The teacher tests the students, finds out the reading skills in which help is needed. On this basis reading exercises are selected. Level 1 includes approximately grades 4, 5, 6 and includes exercises to develop word attack and vocabulary skills. Level 2 is approximately grades 7, 8 and 9. This area includes exercises to develop word attack skills, vocabulary and comprehension skills. Level 3 is approximately grades 10, 11, 12, adults and college. Level 1 is printed on cards. There are a few cards at levels 2 and 3, these exercises are printed and stapled into file folders. Where an exercise in this format is not available an exercise in the new format has been inserted.

Publisher: California Test Bureau
A Division of McGraw-Hill Book Company
Del Monte Research Park
Monterey, California 93940

Title: 4 titles in a series of lessons for self-instruction in basic skills.
1. Following Directions, reading levels available are AB, CD, EF, and G.
2. Reference Skills, levels are AB, CD, EF, and G
3. Reading Interpretation, I Written at the levels AB, CD, EF and G
4. Reading Interpretation, II Written at the levels AB, CE, EF and G

Author: Edited

Grade level: 3 through 12, college and adult

Series: 16 titles available, four at each level.

Price: \$1.00 per book

Paperbound Books:

Annotation: Vocabulary and sentence structure are well within the capacity of the readers for whom the books are intended. Lessons for self-instruction in basic skills are multi-level programs of study in reading. The books are compact, soft-cover, reusable, with answer sheets. Titles are coded by letter to indicate the grade levels as follows: A for third grade, B for fourth grade, C for fifth grade, D for sixth grade, E for seventh, F for eighth, and G for ninth grade and above. Adaptive for tutorials, reviews and enrichment. Simple to understand and use. Especially made for adult education.

Publisher: Charles E. Merrill Books, Inc.
Columbus, Ohio 43216

Title: Building Reading Power

Author: J. O. Loretan

Grade Level: 4 through 6

Series: 15 booklets

Price: \$35.00 Per kit.

Paper type material:

Annotation: This material is not strictly phonetic, but relies on context clues, and comprehension skills. Its clear, easy layout adapt it to fit any level. The kit contains 15 different booklets, with five copies of each. One teacher's manual, 150 response sheets and five masking sheets.

Publisher: Science Research Associates, Inc.
Chicago, Illinois

Title: Better Reading books

Author: Elizabeth A. Simpson

Grade Level: 4 through 12

Series: Books 1, 2, and 3

Price: Book 1--5.0-6.9 List \$3.34 Net \$2.50
Book 2--7.0-8.9 List \$3.34 Net \$2.50
Book 3--9.0-10.9 List \$3.34 Net \$2.50

Reading Progress folder one needed per student, package contains 20. List \$4.34 Net \$3.25

Specimen set includes guide and progress folder, plus Better Reading Book 1, 2, and 3. List \$10.67 Net \$8.00

Clothbound: Materials

Annotation: Each volume includes twenty reading selections accompanied by comprehension and vocabulary checks. Selections are literary in quality by authors such as O. Henry, Mark Twain, and James Thurber. The Reading Progress Folder provides answer keys and charts on which students record their progress. There are 90 pages in each clothbound volume.

Publisher: Wm. C. Brown Company Publishers (1966)
Dubuque, Iowa

Title: Effective Reading for Adults

Author: Sema E. Herr

Grade Level: 7 through 12, college and adult

Series:

Price:

Paperbound: Workbook

Annotation: A workbook that presents a practical approach to effective reading for adults.

1. Cases of ineffective reading.
2. Securing the main idea.
3. Developing word power.
4. Developing skimming, following directions, visualization and perceptual ideas.
5. Improvement of the physical and visual aspects of reading.

Publisher: Macmillan Company
Distribution Center
Riverside, N.J. 08075

Title: Gateway English

Author: Editors

Grade level: 7 through 12 grades

Series: Series of paperbound booklets

Price: From \$1.32 to \$3.00 per book

Paperbound booklets:

Annotation: A literature and language arts program created for disadvantaged students and approved by such students and their teachers during a nation-wide testing program. Teacher's manual:
A FAMILY IS A WAY OF FEELING
STORIES IN SONG AND VERSE
WHO AM I?
COPING
STRIVING
A WESTERN SAMPLER
CREATURES IN VERSE
TWO PATHS TO GREATNESS

Publisher: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Title: Reading in High Gear

Author: Developed by Myron Woolman

Grade Level: 7 through 12 and adults

Series: Complete set--8 books

Price: Specimen set (learner's workbook and instructor's manual) List \$33.34
Net \$25.00

Paperbound:

Annotation: Provided basic reading instruction for culturally disadvantaged and virtual non-readers. Appropriate for dropouts and functionally illiterate adults. Programmed instruction from the initial stages of reading process through basic reading skills. The completion of three cycle program should have reader functioning at approximately the eighth grade level of word attack skills. No specific grade levels assigned. Instructor's manuals developed for non professional reading instructors.

Publisher: Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Title: Reader's Digest Adult Readers revised edition 1967

Author: 20 education specialists who were assisted by classroom teachers through the United States

Grade level: 1, 2, 3, and 4

Series: Reader's Digest Adult Readers

Prices: from 10¢ to \$1.00

Paperbound:

Annotation: This is a series of twelve attractive books for functionally illiterate dropouts, and poor adult readers, used for any age adults or at the secondary school level.

New Reading Skill Builders: ten books for reading levels 1,2,3, and 4
level one...64 pages...51¢
level two and three...128 pages...69¢
level four...144 pages...69¢

Reading Skill Builders: twenty-three books for reading levels 1,2,3,4

Reader's Digest Readings: six books with basic vocabulary of 500 words to 1,000 words.

Publisher: Science Research Associates, Inc.
Chicago, Illinois

Title: Reading In High Gear

Author: Developed by Mayron Woolman, Ph.D., Director, Institute of Educational Research, Washington D. C.

Grade level: 0 through 3 (to be used at grades 7 through 12)

Series: Series of books arranged in cycles. Cycles 1, 2, and 3.

Prices: List \$11.34 Specimen set includes 1 copy of each learner's workbook Net \$8.50 and instructors manual: List \$33.34
New \$25.00

Paperbound: Text and/or workbook as well as manual paperbound.

Annotation: This material can be used with virtual non-readers, culturally disadvantaged, and dropouts and pre-dropouts, and functionally illiterate adults. The learners begin at the initial stages of the reading process and progress very gradually through basic reading skills, advancing primarily at their own rate. Individuals who complete the three cycle (all eight books) should be able to function at approximately the eighth-grade level of word-attack skills. The instructor's manual gives step-by-step procedures.

Publisher: Steck-Vaughn Company
Austin, Texas

Title: Working with Words

Author: Mildred Putnam

Grade Level: 1 and 2

Series: no

Price: List \$.96 Net \$.72

Paper bound worktext:

Annotation: This basic language worktext is designed for beginning adult readers, both English-speaking students and students for whom English is a second language. The skills of reading and speaking English are taught concurrently through oral and visual practice in letter, word, and sentence patterns. It has a word list and is illustrated. A teacher's manual is available.

Publisher: Steck-Vaughn Company
Austin, Texas

Title: Reading Essentials

New Goals in Reading 3,4
New Journeys in Reading, revised 5
New Adventures in Reading, revised 6
Progress in Reading, 7
Mastery in Reading, 8

Author: Editors

Grade level: 3, 4, 5, 6, 7, and 8

Series: Reading Essentials Series

Price: list \$.96 net \$.72

Paperbound:

Annotation: A new remedial reading series.

Publisher: Steck-Vaughn Company
Austin, Texas

Title: Steps to Learning Book I and II

Author: Dr. Burton W. Kreitlow and Editorial Staff

Grade level: 1, 2, and 3

Series: no

Price: list \$.80 net \$.60

Paperbound worktext:

Annotation: These two books meet the needs of adults in beginning reading, writing, and number study by providing interesting reading and work type material in sequential order. The simple number problems reflect such adult activities as counting money, using a ruler and solving simple addition and subtraction problems. A word list is included.

The the bottom of each page are found objectives of the lesson and keys for grading. The illustrations are good.

Publisher: Steck-Vaughn Company
Austin, Texas

Title: Working With Word Patterns

Author: Mildred Putnam

Grade level: 2 and 3

Series: no

Price: list \$.96 net \$.72

Paper bound worktext

Annotation: This is a companion to Working With Words, continuing to build upon the structures and sentences while introducing important economic information in a story about a family. It has a word list and is illustrated. A teacher's manual is available.

Publisher: Steck-Vaughn Company
Austin, Texas

Title: I Want to Read and Write

Author: Harley A. Smith and Ida Lee King Wilbert

Grade level: 2, 3, 4 and 5

Series: two grade levels

Price: list \$.96 net \$.72

Paperbound: workbook

Annotation: Controlled vocabulary, exercises, reviews, and tests provide adequate instruction all basic reading skills for beginners or for students who need additional practice. It has a word list and is illustrated.

Publisher: Steck-Vaughn Company
Austin, Texas

Title: Read to Learn

Author: Dorothy Y. Goble

Grade level: 3, 4

Series: no

Price: list \$.72 net \$.54

Paper bound:

Annotation: Especially suitable for Spanish-speaking adults learning English as a second language. Designed to develop skills in the use of a dictionary, to strengthen reading comprehension, and to encourage written expression. It has a grading chart and is illustrated. Teacher's manual available.

Publisher: Science Research Associates, Inc.
Chicago, Illinois

Title: Dimensions in Reading (Manpower and Natural Resources Kit)

Author: Editors

Grade level: 7 through 12 and young adults

Series: A kit containing 300 selections

Price: List \$90.00
Net \$67.50
Teacher's handbook list \$.54
net \$.40

Paperbound: pamphlets/booklets

Annotation: Dimensions in Reading enriches any basic reading program or special training program with a wealth of reading materials, 300 selections from popular books and magazines.

The topics fall into three categories:

1. Conservation and the skills involved.
2. Related facts of natural history, geology, botany, zoology, weather, conservation, and mineralogy.
3. Telephone repairman, soil scientist and electrician.

Comprehension questions follow each selection, and key booklets are used to check answers.

A second kit, to be published in late spring, 1967, will include stories grouped around the area of American History.

Publisher: Science Research Associates, Inc.
Chicago, Illinois

Title: Pilot Library Series, Grades 4-9

Author: Edited excerpts from literature

Grade Level: 4 through 12

Series: Pilot Library IIa (grades 2.0-7.0)
Pilot Library IIc (grades 4.0-9.0)
Pilot Library IIb (grades 5.0-12.0)

Price: 3-5400 Pilot Library IIa List \$70.00 Net \$52.50
3-200 Pilot Library IIc List \$70.00 Net \$52.50
3-5500 Pilot Library IIb List \$70.00 Net \$52.50

Paper bound or hard bound: 72 paper bound books of usually 32 pages

Annotation: The Pilot Library is three series of 72 booklets each ranging from grade 2.0 through grade 12.0. The booklets vary in length from 24 to 32 pages each and are excerpts carefully selected for their interest appeal and reading level. The excerpts are taken from full length books and the students can be directed to the original book if he is interested in doing so. A bibliography at the end of the book leads him to other books of similar content. Comprehension exercises are contained in student record books.

Teacher handbooks include synopses of all books, as well as suggested discussion questions, and charts which show the relationship between Pilot books, power builders, and other curriculum content areas.

Publishers: Doubleday and Company, Inc.
School and Library Division
Garden City, New York 11503

Title: Doubleday Signal Books

Author: Edited

Grade level: 7 through 12

Series: Over 60 titles

Price: \$2.95 each less school discount of 33-1/3%

Hardbound:

Annotation: This series is especially designed for teenagers with reading difficulties and is edited by leading educators and librarians who understand the problems these young people face. The stories are written with strong but simple plot lines, plenty of action and short paragraphs. Illustrations are clear and type legible. Each book has approximately 25,000 words and is hardbound with colorful jackets. There is no indication on the books that they are special stories for reluctant readers.

Publisher: New Readers Press (1959)

Title: How to Find a Job

Author: Francis and Iftikhan

Grade Level: 4 through 6

Series booklets and forms

Price: Booklets \$.30 each

Softbound:

Annotation: In this material suggestions are made for job applications and interviews. A sample applications forms is provided for the student.

Publisher: Frank E. Richards Company, (1963)

Title: Getting Ready for Pay Day Finding Ourselves On the Job

Author: M.W. Hudson and Ann A. Weaver
Eileen Lynch Corcoran
M.W. Hudson and Ann A. Weaver

Grade Level: 4 through 6

Series: Three books

Price:

Soft bound: Workbooks type material

Annotation: Designed for younger adult illiterates, and semi-illiterates wishing to find economic and social self-sufficiency. The books cover topics such as money planning and job skills.

Publisher: Behavioral Research Laboratories
Ladera Professional Center
Box 577
Palo Alto, California

Title: Why Work

Author: Edited

Grade Level: 4 through 6

Series: 21 stories

Price: \$68.92

Paper bound booklets:

Annotation: Thirty copies of each story. Twenty-one stories written by various American authors. The stories are written in three categories:

1. The definition of adulthood in terms of work.
2. One's personal identity in terms of work.
3. One's group identity in terms of work.

The selections contain 500 to 1,000 words which have been tested for effectiveness.

There is a 3-3/4 audio tape which includes eight of the stories narrated by the authors. These were chosen to give students a spectrum of voice appeals and personalities.

A complete indexed teacher's manual is included. It has discussion topics for each of the twenty-one selections. Each theme is summarized. There is a guide for effective use of the materials and a series of objective test questions for each story.

The kit is complete, sturdy and easy to store. The thirty selections are separated from the others in the box by a color coded tab index that identifies the title, reading level and the theme.

Publisher: Steck-Vaughn Company
Austin, Texas

Title: Adult Reader (1964)

Author: M. S. Robertson

Grade level: 2, and 3

Series: no (a group of books)

Price: list \$.96 net \$.72

Hardbound: combination text and workbook.

Annotation: This book features a basic vocabulary of words most frequently used by adults. Word studies, review lessons, and check tests are based on adult interests and activities. Handwriting pages, word lists, and illustrations are included.

Publisher: Steck-Vaughn Company
Austin, Texas

Title: My Country revised 1964

Author: E.H. Smith and F. R. Lutz

Grade level: 1 and 2

Series: no

Price: list \$.72 net \$.54

Paperbound worktext:

Annotation: The worktext consists of twenty-four related lessons of high interest and low vocabulary. Each lesson builds upon the preceeding one. The vocabulary is controlled throughout and consists of 206 words, 178 of which are found in the Lorge-Thorndike List of the first 1,000 words according to frequency of use. New Words are introduced in each lesson, with very little phonics.

The principal aim is develop a basic sight vocabulary and methods of word analysis so that the adult can work independently with success as he learns to read.

It is especially good for the non-reading adult and adolescent.

Additional sources of learning materials for adult basic education:

1. GO Series by Edith Goldstein and George D. Spache
American Book Company, 1965
Reading materials of various levels with
low vocabulary and high interest
2. Language Arts Program: Reading 1-4
Four workbook type texts in the Cambridge Adult Basic
Education Series
Cambridge Book Company, Inc.
Bronxville, New York
3. The Mott Basic Language Skills Program
Allied Educational Council
P. O. Box 78
Galien, Michigan 49113

Enclosure 6

UNIT: TEACHING READING IN ADULT BASIC EDUCATION

SAMPLE LESSON PLAN FOR LANGUAGE-EXPERIENCE APPROACH TO READING

Objective: The learner shall dictate a story which will become the material for his reading, sight vocabulary development, and word analysis development (initial consonant t).

Procedures:

1. Stimulate the learner to tell a story or experience. This may occur in any of several ways: informal conversation, pictures or photographs, newspaper articles and pictures, models, tools, etc.
2. As the learner tells his story or experience, record the story. This may occur in any of several ways, perhaps depending on the achievement level of the learner: teacher writes as learner dictates, teacher types as learner dictates, tape recorder records as learner dictates (this is to be transcribed later).
3. The learner is asked to read the written form of the story. Provide help where necessary. Provide positive reinforcement.
4. Ask learner to identify words in his story that he can recognize without the context of the story. Praise the learner for his knowledge of these sight words.
5. Point to the words beginning with t. Have learner pronounce these words again, if he can. Present additional word-pairs on paper or chalkboard. Pronounce the first word of each pair and have the learner pronounce the second word. Use words from the story as much as possible; however, words to get started with are:
make:take pool:tool hop:top walk:talk
6. Evaluation: Ask the learner to read the story again; he should be able to read it with only two or three pronunciation errors per hundred words. Point to the words beginning with the letter t; in isolation, the learner should be able to pronounce all these words.
7. Application: Ask the learner what sound he should give to words beginning with t when he meets such words in his reading. Emphasize that the learner should try the sound he is giving to the t symbol in this exercise. This sound may provide a clue to the word, or this sound in conjunction with other known symbol-sounds may provide a clue to unlock the word for the learner.

Materials: Paper, chalk, pencil, typewriter (primary type preferred), and tape recorder.

Enclosure 7

UNIT: TEACHING READING IN ADULT BASIC EDUCATION

<u>Characteristic of Learner</u>	<u>Implication for Teacher</u>
1. Lack of self-confidence	___ 1. Must experience success during first and every class session
2. Fear of school	___ 2. No use of sarcasm or ridicule
3. Poverty level living conditions	___ 3. Work with all agencies in the community to improve
4. Probably below average in scholastic achievement	___ 4. Active methods in techniques are most effective
5. Culturally deprived: values, attitudes and goals differ from upper and middle class norms.	___ 5. Ride along with him, rather than fight.
6. Weak motivation	___ 6. Help him develop goals. Present material so that there is a variety, it is ego-boosting, and provides instant knowledge of success.
7. Unusually sensitive to non-verbal forms of communication	___ 7. May communicate differently non-verbally than verbally.
8. Feeling of helplessness	___ 8. Recognize these signs and build a feeling of self-confidence.
9. Varying levels of intelligence	___ 9. Recognize differences and teach individually.
10. "Living for Today" Philosophy	___ 10. Motivation to learn must be based on immediate reward.
11. Unacceptable behavior	___ 11. Look for positive qualities and potentials.
12. Reticence	___ 12. Small groups for discussions
13. Use of defense mechanisms	___ 13. Be aware of these and correct the approach.
14. Need for status	___ 14. Call by formalized "Mr. ___" until barrier can be broken down.
15. Tendency to lose interest	___ 15. Change techniques frequently. Muster all skills to overcome this.

Communication Skills (other than reading)

Behavioral Objectives: At the end of this unit the student should be able to show that he:

1. Understands the value of the communication skills (other than reading) to the adult basic education student by enumerating in writing one specific result of study which he would expect in each of the three communication areas involved (speaking, listening, writing).
2. Has analyzed the subject material in the area to the point that he can outline specific student experiences he would expect to lead to the outcomes listed for objective number one above.

Learning Experiences

The most typical divisions of skill in the area of communication are reading, writing, speaking, and listening. These represent a sufficiently broad approach to communication that they tend to encompass all of the skills involved in this area at the very basic level. Other skills which represent a combination of the basic ones might include study skills, spelling, etc. All these skills might be considered essential to any developing level of communication facility, or to substantial vocational status improvement.

The basic concern of any instruction in this area for adult basic students must be that of developing facility to use these skills with confidence. Since even those students who have not reached the basic level of literacy have had substantial experience

in the areas of speaking and listening, it might be assumed that this would pose serious problems for the ABE instructor. It is often possible, however, to turn this experience into an advantage to be exploited in the student's development of broader communication skills, since his experiences would supply him with substantially greater verbal facility than would be found in a typical school child in his early language skill development.

In many cases it is possible to work toward the development of fluency in writing, speaking, and listening simply as a by-product of the study of reading. This should be especially true if the instructor is able to provide a variety of language experiences which the student sees as having application in his life situation.

Writing

Writing skill actually involves two areas; the practice of handwriting and the development of legible written language and composition.

In developing the student's facility in handwriting, it is probably most logical to begin as most basic programs in the public schools do, with manuscript writing (printing), but every effort should be made to assist in a rapid transition from this level to the cursive, or more familiar handwriting form, since most ABE students will wish to make this transition to the "adult" form of writing as soon as they have the slightest command of the written alphabet. It is probably inadvisable to spend an extended period

of time in direct instruction in the use of handwriting. Most writing instruction should be handled in combination with instruction in composition or spelling, or in activities related to these experiences.

There is some disagreement as to the degree of legibility which should be sought in ABE student handwriting. It is probably most appropriate to allow the student himself to be the judge of this. A basis for the student's judgment may often be supplied by his fellow students if opportunity is provided for students to exchange papers for editing or comment. Of primary concern here is the student's ability to write legibly enough that he can decipher what he has written, after a period of time has elapsed, and write quickly enough that he can complete whatever writing he wishes to do before his patience is exhausted. The use of employment application forms and similar devices which have an intrinsic demand for legibility may also be helpful, although the student who can write so that only he can read it may need to be encouraged to print for purposes of application forms or similar critical writing requirements.

Composition should probably not include formal study in grammar. The intricacies of grammar as it is commonly taught will probably only prove frustrating for most ABE students. The student's experience in spoken language may be a valuable aid here, since many sources are available which would help him check his grammar. If substantial instruction is to be given in the area of grammar,

it should probably be handled on a oral language basis, rather than to be stressed extensively in written communication. The main criterion to be considered in the student's written composition is that it be understandable.

The major problem in writing for many ABE students is a lack of precision. In many cases their written sentences do not say what the writer intends to say. In study of composition it is necessary to pay special attention to the relationship between what the student has written and the idea communicated to the reader. ABE students can benefit from reading each other's compositions to build this skill.

Frequently a language experience approach, similar to that described in the unit on reading, may be appropriately employed in teaching both handwriting and written composition. Once the student has progressed beyond the level of needing to dictate his ideas for later transcription, he is in a position where he can profit from writing simple statements about his observations, his interests, or his job. Topics like "What I did on my summer vacation" may be considered more appropriate for adult basic education classes than for high school English classes. Topics which might inflame racial or political differences among students should probably be avoided.

In general, the student's writing topics should be such that they may be handled quite briefly in a paragraph or two. They may often benefit most by practice in writing letters, such as employ-

ment inquiries, but even the student's personal letters provide good experience. Any activity which induces the student to attempt to express himself on paper, and in which he can see some relationship to his life, provides valuable practice in writing.

Basic instruction in handwriting is usually best handled on an individual basis, because of the great variety of abilities in the typical ABE class. Materials for use in this area are listed later in this unit.

Spelling

Most of the criteria for spelling would be similar to those established already in handwriting and composition. The student's facility in this skill should be governed by his own need and ability. A great variety of materials are available for use in instruction in spelling with ABE students, but special attention should be paid to the possibility of utilizing words from the student's working vocabulary in most instruction in spelling, since, again, the student is able to more easily connect these words with his own personal needs. Many ABE students will willingly develop word lists from their reading and work experiences which can provide valuable skill building practice, both in spelling and vocabulary.

The most serious word of caution to be offered in spelling instruction is that ABE students will probably react negatively to long lists of spelling words (probably anything in excess of ten words at a class meeting), and complicated spelling rules.

Practice is probably the major source of developing spelling facility open to an ABE class.

Speaking

The development of oral language facility in an ABE student should not be equated with the development of skill in public speaking. Even though the ABE student has been utilizing oral communication for years, he is hardly prepared for a platform appearance, nor is this an appropriate expectation for most ABE students. On the other hand, developing skill in speaking can be a valuable device in developing the student's overall confidence and communication ability. Emphasis here should be placed on developing clarity and precision in the use of words. Colloquial words and phrases which tend to be confusing for anyone whose language experience does not extend into the ABE student's immediate neighborhood should be discouraged by learning alternatives.

Activities which may serve to develop facility in oral communication may include experience in giving directions, either for a process or to reach a particular location (this activity is especially useful in developing precision), telling details of incidents such as one might encounter in the newspaper, formal telephone conversations, and simulated employment interviews. Due to the rather common availability of the audio tape recorder, students may frequently be encouraged to use this device as a means of developing facility in oral communication. Students may even be encouraged to develop brief presentations similar to radio broadcasts for recording.

Listening

The problem of developing listening facility is closely related both to oral communication and to reading comprehension. Although many students will maintain that they are good listeners, it is frequently found that ABE students comprehend only a small part of that which they hear. Experiences in following directions given orally, such simple procedures as reproducing the basic idea from an oral conversation, may prove extremely helpful to students in developing their ability to listen accurately. The development of this skill should prove an invaluable aid in the vocational world. Perhaps most desirable of all, the practice in listening facility can be incorporated into learning activities in almost every area of the curriculum.

Practice in following and relaying directions is an example of experience which is helpful in improving listening skills.

Study Skills

Like the improvement of listening facility, the development of study skills is closely related to the other communication skills which have been discussed, and may be incorporated into study in many areas. However, certain of the skills which we often take for granted may be in serious need of development in a typical ABE student, since study in adult basic education has as its goal vocational improvement or literacy improvement rather than study for study's sake. The improvement of study skills would not be approached in the same way that it might be for new college

students, but such fundamental skills as the use of the dictionary and the value of the index of a book should not be neglected. Since skills in these areas can be of significant help to the student in broadening his approach to his own education, they should be incorporated at the earliest possible opportunity in the ABE student's experience.

Materials Available

A variety of materials are available for instruction in improving communication facility. In some cases they are related to the materials described for reading. The possibility of utilizing materials in both areas should not be overlooked. Materials listed below have been identified on the basis of their usability; their inclusion does not necessarily guarantee their value:

A Programmed Approach to Writing, I and II, distributed by Ginn and Company. This programmed approach teaches the fundamentals of good writing, with emphasis on concept development.

Getting Started, Communications I, distributed by Follett Publishing Company. This selection represents a very basic approach which incorporates reading and writing; teaching writing along with reading by presenting a picture of the object, accompanied by the oral word and written word.

I Want to Read and Write, Revised Edition, published by Steck-Vaughn Company. This offering provides high interest level and is keyed to some basic needs of ABE students as it works in an approach to basic writing skills.

Key Lab Self-Correcting Spelling Program, Houghton Mifflin.

This program consists of jigsaw-like puzzles designed to give motivated individualized practice in the basic sound to letter combinations.

Language Exercises, Steck-Vaughn. Four books from fifth through eighth grade reading levels with emphasis on vocabulary, sentence structure, grammar, dictionary use, and letter writing. Test lesson booklets are also available.

Learning How to Study, Science Research Associates. Designed to help students develop good study habits, includes these topics: Why It Is Important to Study; How to Find Information; How to Organize Information; and How to Report Information presented in workbook form.

Learning How to Use the Dictionary, Macmillan Company. This is a programmed unit intended to teach dictionary skills by the direct requirement of frequent use of the dictionary. It includes progress tests and teacher's manual.

Learning Your Language--I, Follett Publishing Company. These six booklets provide a sequentially developed and integrated program of composition language and literature developed as individual lessons centered around high interest stories, articles, etc.

Lessons for Self-Instruction in Basic Skills, reproduced by California Test Bureau. This series includes four titles which are basically self-instructional in nature. They are as follows:

Following Directions; Reference Skills: Reading Interpretations I;
Reading Interpretations II. These booklets may be obtained at four different reading levels ranging from third and fourth grade all the way up to the ninth grade and beyond. They are designed as supplementary study aids.

Making It Strange, Row, Peterson and Company. A design for creative thinking and writing based on the idea of making the familiar strange, in order to develop new ways for the student to see himself and his surroundings.

Penskill III, Science Research Associates. An individualized system for the development of cursive writing.

Spelling Labs, published by Behavioral Research Laboratory, includes textbooks ranging from first through fourth grades, utilizing a sound symbol approach with emphasis on repetition.

Springboards, distributed by Portal Press, Inc. This interesting series represents forty short reading selections, each followed by comprehension questions stressing grammatical skills. The interest level is extremely high. The characters are high school students or historical figures representing all social and ethnic groups. Lesson plans are available. Reading level from third to sixth grade.

SRA Spelling Laboratories, Science Research Associates, laboratory kits similar to other SRA materials providing instruction in spelling, based on color coded levels within a six grade range. They include exercises in phonetics and word analysis, designed for individualized study by the student, probably appropriate at about fifth grade reading level.

Steps to Learning, by Steck-Vaughn presents reading and work materials of adult interest using a problem format. Oral Language, reading and writing are all included.

The Mott Basic Language Skills Program, Series 300 produced by Allied Education Council Program includes several titles in addition to those noted in reading. In the area of communication the basic language titles provide valuable help in all areas, with special value in developing language use in speaking. This series may also be of value as a series of practice units in the development of vocabulary and writing skills. Basic language materials are also available in series 600 for fourth to sixth grade level, and series 900 for seventh to ninth grade level.

Words, Science Research Associates, a programmed text of 2,200 frames intended for the development of vocabulary, probably best used with advanced students or for on-the-job training.

Working With Words, and Working with Word Patterns, also by Steck-Vaughn, are concerned with the structure of words and sentences and utilizes an approach related to basic economic information. This series is especially desirable, since it is written on the first through third grade level.

A number of materials are also available in the form of filmstrips and motion pictures which may be useful in a communications skill area. Some of these follow:

"End, and Other Common Punctuation", distributed by Society for Visual Education, a series similar to "The Comma".

"School Skills for Today and Tomorrow" A set of six filmstrips distributed by Society for Visual Education intended for fourth to twelfth grade reading level which includes selections on How to Take a Test; Listening and Reading; Preparing to Study; What to Ask, How and Where to Find the Answer; and Why Study.

"Sounds Familiar", a 16mm color motion picture distributed by Mountain States Telephone Company in the form of a guessing game to demonstrate how the human voice is reproduced on the telephone, with emphasis on good telephone usage and an explanation of how the telephone works, done by means of animation.

"Steps in Building a Paragraph", Society for Visual Education. A set of four filmstrips which cleverly illustrate fundamental steps in composition writing, fourth to sixth grade level.

"The Alphabet Conspiracy" A 16mm film distributed by Mountain States Telephone Company explaining how and why people speak as they do.

"The Comma" A series of filmstrips distributed by Society for Visual Education which presents various exercises allowing participation in fundamental uses of punctuation.

"Your Dictionary and How to Use It", Society for Visual Education. A set of six filmstrips from fourth to sixth grade level intended to provide meaningful dictionary habits.

Self Test and Proficiency Assessment

1. Utilizing the materials above, write two behavioral objectives which you would expect of an ABE student in one of the communication areas covered.

2. Develop a brief lesson outline showing how this behavioral objective will be accomplished through the utilization of materials listed above, or obtained from some other source.
3. Once the materials are considered satisfactory they may be taken to the instructor for check-out.

ADDRESSES OF PUBLISHERS

Addison-Wesley Publishing Co., Inc.
2725 Sand Hill Road
Menlo Park, California 94025

Allied Education Council
5533 Woodlawn Avenue
Chicago, Illinois 60637

American Book Co.
Lancaster, Texas

American Education Publication
Education Center
Columbus, Ohio 43216

American National Red Cross
17th and D Street
Washington, D. C. 20006

American Petroleum Institute
1271 Avenue of the Americas
New York, New York 10020

Ann Arbor Publishers
Ann Arbor, Michigan

Appleton-Century-Crofts, Inc.
35 West 32nd Street
New York 1, New York

Association Films, Inc.
25358 Cypress Avenue
Hayward, California 94544

Barnell Loft, Ltd.
11 South Centre Avenue
Rockville Centre, L. I.
New York, New York 11571

Behavioral Research Lab.
Ladera Professional Center
P. O. Box 577
Palo Alto, California 94302

Blue Cross Commission
425 North Michigan
Chicago, Illinois 60611

Brystol Myers Company
45 Rockefeller Plaza
New York, New York 10020

Bureau of Publications
Teachers College
Columbia University Press
525 W. 125th Street
New York 29, New York

California Test Bureau
DelMonte Research Park
Monterey, California

Campana Corporation
Batavia, Illinois

Canadian Consulate General
333 Montgomery Street
San Francisco, California

Center for Cultural Studies
Adam State College
Alamosa, Colorado

Cereal Institute, Inc.
135 LaSalle Street
Chicago, Illinois 60603

Charles E. Merrill
1300 Alum Creek Drive
Columbus, Ohio 43216

Chevron Film Library
18 P. O. Place
Salt Lake City, Utah 84101

Children's Press, Inc.
Jackson Blvd. & Racine Avenue
Chicago, Illinois 60607

Chilton Books
Educational Division
525 Locust Street
Philadelphia, Pennsylvania 19106

Copley Newspaper Services
Dept. of Education
The San Diego Union
Evening Tribune
940 Third Avenue
San Diego, California

Cowles Educational Books, Inc.
488 Madison Avenue
New York, New York 10022

D. C. Heath & Company
182 Second Street
San Francisco, California 94105

Deseret News
34 East 1st South
Salt Lake City, Utah 84111

Economy Press
1901 North Walnut
P. O. Box 25303
Oklahoma City, Oklahoma 73125

Educational Development Lab.
248 Pulaski Road
Huntington, New York 60058

Encyclopedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Eye-Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Fearon Publishers, Inc.
828 Valencia Street
San Francisco, California

Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois

Frank Richards
Phoenix
New York

Free-Loan Film Guides
P. O. Box 305
Healdsburg, California 95448

Garrard Press
510 N. Hickory Street
Champaign, Illinois

Ginn & Company
2550 Hanover Street
Palo Alto, California 94304

Globe Book Company
175 - 5th Avenue
New York, New York 10010

Good Reading Rack Service, Inc.
505 Eighth Avenue
New York, New York 10018

Grolier Education Corporation
845 Third Avenue
New York, New York 10022

Hammond, C. S.
Maplewood, New Jersey

Harcourt, Brace & World
Harcourt, Brace & World Building
Polk & Geary
San Francisco, California 95109

Harr Wagner Publishing Company
609 Mission Street
San Francisco 5, California

Holt, Rinehart & Winston
Crocker Park
P. O. Box 24400
San Francisco, California

Houghton Mifflin Company
777 California Avenue
Palo Alto, California 94303

Household Finance
Prudential Plaza
Chicago, Illinois 60601

Institute of Life Insurance
Education Division
277 Park Avenue
New York, New York 10017

Jensen, Dr. Glenn S.
Dept. of Adult Education
and Instructional Service
University of Wyoming
Laramie, Wyoming

J. G. Ferguson Publishing Co.
6 North Michigan Avenue
Chicago, Illinois 60602

Kimberly Clark Corporation
Neenah
Wisconsin

Laidlaw Brothers
Thatcher and Madison Avenue
River Forest, Illinois 60305

Lilly-Tulip Cup Corporation
New York
New York

Lippincott, J. B. Company
East Washington Square
Philadelphia 5, Pennsylvania

Lyons & Carnahan
267 South Pasadena Avenue
Pasadena, California 91105

Macmillan Company
60 Fifth Avenue
New York 11, New York

McCall Crabbs
Teacher's College
Columbia University
New York, New York 10027

McCormic Mathers Publishing Co.
P. O. Box 2212
1440 East English Street
Wichita, Kansas 67201

McGraw-Hill Book Company
1154 Reco Avenue
St. Louis, Missouri

Merrill, Charles E.
1300 Alum Creek Drive
Columbus 16, Ohio

Metropolitan Life Insurance Co.
San Francisco
California

Michigan Dept. of Education
Library System
Adult Reading Center
Kalamazoo, Michigan

Modern Talking Picture Service
444 Mission Street
San Francisco, California 94105

Mountain States Telephone
Films & Educational Aides
77 East 1st South
Salt Lake City, Utah 84111

National Assoc. for Public
School Adult Education
1201 Sixteenth St., N. W.
Washington, D. C. 20036

National Dairy Council
Chicago
Illinois 60606

National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

National Foundation
March of Dimes
800 Second Avenue
New York, New York 10017

New Readers Press
112 East Fayette Street
Syracuse, New York

New York State Dept. of
Social Welfare
112 State Street
Albany, New York 12201

Noble and Noble Publishers
67 Irving Place
New York, New York 10003

Pocket Books, Inc.
(order from Affiliated Publishers)
630 Fifth Avenue
New York, New York, 10020

Portal Press, Inc.
369 Lexington Avenue
New York, New York 10017

Prentice-Hall, Inc.
Englewood Cliffs
New Jersey 07632

Random House, Inc.
457 Madison Avenue
New York 22, New York

Reader's Digest Services
Educational Division
Pleasantville, New York 10570

Regents Publishing Co.
45 East 17th Street
New York, New York 10003

Research Club In Language
3038 North University Building
Ann Arbor, Michigan

Richards, Frank E. Publishers
Phoenix
New York

Ross Laboratories
Columbus
Ohio 43216

Row, Peterson & Company
Write to:
Harper & Row
P. O. Box 370
Pleasanton, California

Salt Lake City Dept. of
Water Supply & Water Works
City & County Building
Salt Lake City, Utah

Salt Lake Tribune
143 South Main Street
Salt Lake City, Utah 84111

Scholastic Magazine
905 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Science Research Associates
259 East Erie Street
Chicago 11, Illinois

Scott, Foresman & Company
855 California Avenue
Palo Alto, California 94304

Silver Burdett Company
New York, New York

Smith Kline & French Lab.
Philadelphia
Pennsylvania 19101

Society for Visual Education
1345 Diversy Parkway
Chicago, Illinois 60614

South-Western Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227

State Superintendent of Public
Instruction
Olympia, Washington

Steck-Vaughn Company
P. O. Box 2028
Austin, Texas 78767

Sterling Movies, Inc.
TV Department
43 West 61st South Street
New York, New York 10023

Syracuse University Press
P. O. Box 8
University Station
Syracuse, New York 13210

University of the State of New York
State Education Department
Division of Continuing Education
Albany, New York 12224

U. S. Armed Forces Institute
Madison 3
Wisconsin

U. S. Department of Agriculture
U. S. Government Printing Office
Washington 25, D. C.

U. S. Department of Health,
Education & Welfare
U. S. Government Printing Office
Washington, D. C.

U. S. Government Printing Office
Washington, D. C.

U. S. Office of Education
Division of Adult Education
Washington, D. C. 20202

Utah Petroleum Council
American Petroleum Institute
10 West 3rd South--Room 506
Salt Lake City, Utah 84101

Utah State Board of Education
Civil Defense Education
1022 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

Utah State Board of Education
Special Educational Services
Adult Education Section
1022 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

Utah State Department of Health
Division of Preventive Medicine
72 East 4th South
Salt Lake City, Utah 84111

Webster Division
McGraw Hill Book Company
8171 Redwood Highway
Novato, California 94947

Webster Publishing Company
1154 Reco Road
St. Louis 26, Missouri

Youth Education Systems, Inc.
49 Gleason Avenue
Stamford, Connecticut 06904

Social Science Skills

Behavioral Objectives: At the end of this unit the student should be able to show that he:

1. Understands the scope and purpose of social science study for adult basic students by listing four fundamental areas of study and his behavioral expectations for ABE students as a result of study in each area.
2. Can apply his knowledge of social science skills by preparing and presenting a lesson appropriate to a group whose general circumstances are specified.
3. Can evaluate the area of social studies skills instruction by giving the order of priority he would assign to a list of social science topics and a rationale for his ratings.

Learning Experiences

Study the material which follows and the sources suggested in each area in order to meet the behavioral objectives listed above.

Scope of Social Science Study for ABE Students

Once the adult basic education student has begun to develop some facility in the fundamental skills of reading, it is quite appropriate that his education should be expanded to encompass one or more of the social science skills. This expansion serves a multiple function, since it not only provides him with opportunity to practice his developing reading skill, but also extends his interest into areas of study which are fundamental to the development of increased social competence.

The nature of the student should be borne in mind in any study in the social science area so that materials are kept to an appropriate level of difficulty. Opportunity for frequent success experiences is provided and units of work are kept appropriately short. As much as possible, study should be oriented to problem situations, and should utilize locally produced materials, if at all possible, since most of the areas of study will be concerned with social situations related to the area and the environment common to the participating students. Some basic areas of social science skill which are appropriate for study by adult basic education students are listed below. Each of these is associated more or less directly with one or more of the common areas of the social sciences. It is probably appropriate to assign priority to these topics approximately in the order listed, although the circumstances of the particular ABE group, as well as the availability of materials and the background and experience of the teacher might suggest variations in this order. Detailed descriptions of each of these areas, along with suggested materials and problems for use in instruction are provided later in this document.

Home and Family (Sociology and/or Psychology)

Consumer Education (Economics)

Government and Legal Processes - with emphasis on local
community (Political Science)

Current Affairs (History)

Graphic Skills (Geography and General Skills)

World of Work (Economics, Psychology, Sociology)

While this list should not be considered absolute, it is an attempt to consolidate a large part of the social science area into appropriate topical divisions for ABE study.

It should be noted that a great deal of the material prepared for use in the area of social sciences is largely inappropriate for use with adult basic students. A principal reason for its inappropriateness is the fact that the materials take the familiar approach to history as a learning of dates and places and tend to present the social science topics in a manner which is hardly stimulating for even the most dedicated student. In selecting the material suggested below, this shortcoming has been taken into consideration as much as possible. The materials which are recommended are those which seem more oriented toward the contemporary problems and concerns of adult basic students. The most serious shortcoming of the materials noted here is that they are often written at a level which would exceed the reading ability of many ABE students. They should be examined with care before they are used, and the teacher should plan to develop much of the material to be used in the class from local resources.

Home and Family

The principal goal of study in this area should be the development of skills and attitudes conducive to a favorable home environment and in building skills of parents to accommodate areas of particular need. The following topics might be considered as possibilities for specific study, or simply as topics which might be held as available for study on the basis of student interest:

Health, Nutrition, Meal Planning

A number of materials are available for these topics, such as the American Health and Safety Series from Behavioral Research Laboratory, which includes programmed materials on body structure and function, first aid, nutrition, personal health, prevention of communicable disease, and safety. These materials are prepared for seventh grade reading level. Steck-Vaughn Company has materials which have been produced in this area, such as Health For Happiness, Healthful Living, and We Are What We Eat. These range in reading level from third to eighth grade. A number of government produced materials are available, such as pamphlets Family Fare--Food Management and Receipes, and Family Meals At Low Cost by the Department of Agriculture, as well as Home Sanitation by the Department of Health, Education and Welfare. Other examples of reading materials of this kind include a booklet offered free by Metropolitan Life Insurance called Living A Man's Life, which considers the health hazards a man must face in his life. Another free booklet is You'll Have A Better Day When You Have A Good Breakfast, produced and distributed by the Utah State Department of Health. A number of films are also available in this area, such as "A Changing View of the Change of Life", concerning the menopause, distributed by Association Films, "First Aid Now" by the same distributor; "Good Looks", a discussion-demonstration of care and grooming distributed by Modern Talking Picture Service; "Henry Plans Ahead" concerning the importance of adult dental care, distributed by Association films; "A More Attractive You" dealing with grooming

distributed by Modern Talking Picture Service; and "Time For Grooming", distributed by Association Films. A number of filmstrips also deal with problems in this area, such as "The Critical Areas Of Health Series", produced by the Society for Visual Education which includes "Alcohol and Your Health", "Drug Misuse and Your Health", "Tobacco and Your Health", "Venereal Disease and Your Health".

A second area under Home and Family is that of child care and family responsibilities. A major concern in this area is that of building the parents' attitude into one of support for thier children, establishing appropriate lifetime goals, and in moving toward them. Much of the concern here is actually involved in the development of attitudes; consequently, instruction in this area will be largely indirect. In many cases it can be achieved through student interest or through enrichment reading, such as Life With The Lucketts by Holt, Rinehart & Winston, which takes a story form to tell of experiences in urban living with problems such as those that would often need to be met by a family living in public housing. Family Life In The U.S.A. by the Regents Publishing Company might also be used in this area; it has special value as a means of developing oral communications skills and understanding of the principles of grammar. Other possibilities are Your Family and Your Job by Noble and Noble Publishers, which has the advantage of being scaled at a second or third grade reading level, and the Frank Richards material Family Life. Other possibilities are films "David and Hazel", which provides a discussion provoking look at relationships within the family, dis-

tributed by Canadian Counsel General, and "Debbie's Safety Lesson" for pre-school children, distributed by Chevron Film Library. Other films include, "As Your Home Goes", distributed by Modern Talking Pictures; "Family Fire Safety", distributed by Association Films, Inc.; and "How To Call The Fire Department", Associated Films. Several sources of material in particular are valuable as they relate to the development of children. Films such as "The Time Of Growing", which takes viewers into a second grade classroom for an observation of the youngsters' activity, distributed by Association Films, Inc., and "Who Cares About Jamie", dealing with a first grader and the problems of growing up in a great big world, which is distributed by Modern Talking Pictures, are two examples.

Consumer Education

Study in the area of consumer education for adult basic education students is concerned primarily with the problems of wise use of family funds. While some consideration of this topic might be undertaken directly, this area will also be generally considered as an outgrowth of student problems, or as an enrichment activity in developing student facility using basic skills. In the study of these problems stress can be placed on actual application to situations with which the students are familiar. Use of newspaper ads in shopping for a variety of basic needs, such as food and clothing might be used, as an example, both in considering budgeting and in examining advertising devices which might mislead consumers. One area of particular concern for many ABE students is wise use of borrowing.

In this area stress should be placed less on computing rates of interest than upon budgeting wisely and the variety of sources of financial assistance which are available.

A number of printed materials are available for study in the area of consumer education. Examples of some valuable sources of information are the Follett Publishing Company's series of small pamphlets Budget and Buy, Consumer Credit, Family Finances (which includes four titles), Insuring, Investing Your Savings, Social Insurance, and You and Your Pay. These booklets are all classified as basal in their approach, and would cost under one dollar per copy. The Institute of Life Insurance has provided the booklet Making the Most Of Your Money, at no cost to adult basic education programs. The New Readers Press has provided a valuable series of consumer education materials in what is called the Be Informed Series. These materials are provided in a format similar to a weekly publication, suitable for accumulation in a looseleaf binder, dealing with the following topics: On Buying an Automobile, On Buying a House, On Owning an Automobile, On Personal Credit, On Personal Insurance, On Renting a House, as well as other topics which are less directly related to consumer education. These materials are rated at fourth grade reading level. Steck-Vaughn Company has included in their offering a third grade level pamphlet, Where Does the Money Go?, and Frank E. Richards Company has produced a series of three books dealing with the essentials of handling money called, Getting Ready For Pay Day, which is approximately the fifth grade level.

A few films are also available which would be suitable for use in study of consumer education. These include, "Life Insurance: What It Means and How It Works", distributed by Modern Talking Pictures; "Personal Financial Planning: Wise Use of Credit", distributed by Association Films, Inc.; "Till Debt Do Us Part", Association Films; and the following filmstrips distributed by Household Finance Corp.: "Spending Your Food Dollars", "You, The Shopper", and "Your Money and You".

The New York State Department of Education has also produced the series of lesson plans and worksheets on consumer education which may offer suggestions as to possible directions for instruction in this area. These may be obtained from the New York State Department of Education, Albany, or are available through ERIC, Document number ED 022-126. They include lessons on Buying on Time, The Retail Installment Contract, Shopping for Money, Getting More For Your Money, Banking Services, Fraudulent Selling, Shopping for Clothing, Shopping for Food, Sales: Discount and Seasonal, and The Landlord--Tennant Relationship. These lesson plans are probably not suitable for direct use in an ABE classroom based on the approach taken in this sequence of materials, but would supply a valuable addition to a teacher's repertoire of possible activities for students in the area of consumer education, which would be available on demand growing out of student involvement.

Government and Law

The topic of government and law as relates to adult basic education students is a critical one, more because of the harm inappropriate study

of this topic may have than because of the actual fact of its indispensability to the student. It cannot be stressed too strongly that study of American Government and legal problems must not be approached in the traditional fashion of studying chapters about history or the constitution. Study of government can be made meaningful and valuable to the ABE student if it is related to his immediate situation. This means that study in this area should be concerned largely with topics which relate directly to the adult basic student. These might include such things as sources of government assistance to the student in finding a job, or in unemployment or retirement benefits. Such materials are available through the Social Security Administration in the form of pamphlets: A Harvest Of Hope, Un Fruto de Esperanza, Your Social Security, Social Security Record Book, and Joe Wheeler Finds a Job.

Similar sources of help may be found in other community agencies, based in either federal, state, or local governing bodies. The student might very well benefit from contact with representatives of some of these agencies if problems relating to their services arise in class. Representatives of labor unions may also be helpful in this context.

Other areas of concern deal with taxes, voting, and the draft, as well as such direct personal problems as divorce, or trouble with the police. Every effort should be made to encourage the adult basic student to participate in local government, and to understand the role that he plays in the actual operations of the local community government.

Materials appropriate to ABE students in this area are somewhat limited. Some of those available are as follows: Holt, Rinehart & Winston has a booklet, You and the Law, which translates legal terminology into clear-cut language dealing with such problems as divorce, mortgages, civil rights, etc., with a reading level of sixth to tenth grade. The New Readers Press provides a booklet called Trouble and the Police, at the fourth grade level. Noble and Noble Publishers offers How To Become A U.S. Citizen, with a reading level of fourth grade and below.

A specific area of concern to ABE students is represented by the next entry, Utah Driver Handbook, Adapted Edition. This booklet has been developed with a reading difficulty of fourth grade level, specifically for educationally handicapped individuals. The American Automobile Association has also provided booklets entitled Otto the Auto and Traffic Safety Guide, which deal with the problems of driving responsibility. Similar materials may well be available in other states.

Another source which relates to the direct relationship between the student and his government agencies is Speak Up To Your Law Makers, which is provided by the Good Reading Rack Service, Inc. It suggests a variety of ways in which individuals may gain access to their law makers.

Some films are also available for use in instruction in this area. An example is "Beyond Three Doors" distributed by the Mountain States Telephone Company, which shows how the individual citizen can work for

the benefit of his community through active participation in day-to-day governmental affairs. Another is "No Little Hope" distributed by Association Films, which illustrates the relationship of parents to the school environment in which their children participate.

The New York State Department of Education has developed a series of lesson plans in the area of practical government, including student worksheets which may be used as a source of activities and experiences in the study of government. The topics covered are: You and Your Community Group, You and the Special Services in Your Community, Solving Community Problems Through Community Action, The Voting Process, Voter Registration, Non-Partisan Citizen's Information Groups, You and Your Local Government, You and Your Federal Government, Where State and Federal Authority Meet, You, Your Rights and Your Responsibilities. These materials are available under the document number ED 022-114.

A source in the local community should be used whenever possible in the study of government, since the principal contact which adult basic education students will have is with government in their immediate community. Sources other than actual governmental agencies which might provide help would be the League of Women Voters, the Legal Aid Society, and similar groups.

Current Affairs

The study of current affairs by adult basic education students is of maximum value as a device to both improve their function in use of basic skills, and to help them become better acquainted with the

world around them. Study in the area of current affairs is a natural adjunct to many subject areas, especially reading. It is strongly recommended that the local newspaper be a regular part of classroom activities as soon as the students have begun to master basic skills in reading, since this will enable the students to see application of their developing skills in a very real segment of their own experience. Attention may also be given to television programming, both those programs which are intended for information, and those for entertainment, since in many cases these represent a distinct element of the lives of ABE students. Study of news events of the recent past may provide supplement to study of immediate happenings, since non-readers would not have had the opportunity to read about events which had occurred, either locally or on a broader background, within their own memory. As students grow in their own ability, they may find it exciting to write brief news items concerning incidents within the lives of members of their class, either for use in a class newspaper, or perhaps for recording as radio type news items. These activities provide an excellent medium for developing facility with language.

Relatively little material for adult basic education students in the area of current affairs is immediately available. This means that much of the materials used in the study of current affairs will, of necessity, have their origin within the classroom. Some sources of help available in using available newspapers are produced by the Department of Education of the Copley Newspaper Services; these are: The Newspaper In The Classroom which describes techniques developed

by teachers attending the Newspaper in the Classroom Workshops at the University of California, and Developing Creative and Critical Thinking Skills Through Use of the Newspaper. This paper is designed to present and indicate some of the possibilities that are present in a single news item which can be used to motivate critical and creative thinking. Copley News Service also provides a two-week teaching unit for elementary grades called The Newspaper in the Classroom, which may be useful.

It may very well be found that a local newspaper will supply a similar service, such as The Newspaper in the Classroom: The Salt Lake Tribune. A publication which provides understanding of the necessity for a free and responsible press presents the newspaper as a teaching tool, and presents the philosophy and resources of this metropolitan newspaper.

Two newspaper type services are available for adult basic education students; these are: News for You, produced at several levels of reading proficiency by the New Reader Press, and You and Your World produced by American Education Publications. Both of these contain items of news which are of interest, as well as feature stories and photographs. They can be obtained with a reading ability as low as second grade, but with content which is oriented to the adult reader.

Almost any source of information and ideas may be applied in this area if the teacher approaches the topic with the basic idea in mind that the goal of study in current affairs is not command of the incident, or of the reporting medium, but rather exposure to events of current interest broadening the students' perspective of the world in which he lives, and development of fundamental communication skills.

Graphic Skills

Although this area represents a critical type of skill for adults in many phases of their home and vocational activity, we find essentially no materials prepared for instruction in this area. This means again that most materials will have to be developed by the teacher for use in his specific ABE situation.

In general, we recognize that ABE students need to develop perspective on their environment. Many of them lack the skills in dealing with graphic materials, such as maps, which are necessary for obtaining this perspective through many sources. Experience in dealing with maps, charts, graphs, and similar symbolic representations of ideas are very helpful to students in opening this dimension of reading and experience to them. It is suggested that maps of the immediate neighborhood, drawn and duplicated by the teacher, may be used at the outset in helping students to develop fundamental skills which might then be extended to the use of maps of the local community, the city, and the state in looking at relationships between segments of the community, in planning travel, or in dealing with such abstract principles as scale or symbolic representation on maps.

Some help and ideas may be obtained from materials prepared for instruction in the elementary school in these areas. An example of a rather complete instructional kit would be the Science Research Associates Map and Globe Skills Kit, and their Graph and Picture Study Skills Kits. Some of the exercises in the latter may well be used directly with ABE students.

Experiences in many of the graphic skills might well be incorporated into a variety of instructional situations. The study of scale, for example, would apply to mathematics, as would the use of maps in computing distance, rate of travel, etc. The giving and following of directions might be applied in any course, but would provide excellent experience in reading or communications courses particularly. The use of visual symbols can be applied to the students' lives in complexity ranging all the way from the barber pole to the political cartoon.

The World of Work

Within the scope of the social sciences it is appropriate to incorporate exposure to the ideas of vocational selection and employment. Three major areas of concern are involved: 1. The development of basic skills which are related to the general area of employment and the identification of vocational areas appropriate to the students' interests and ability. 2. The process of seeking employment, including job interview. 3. The development of attitudes which are conducive to employment and retention in a position.

As in the other areas noted in the general context of the social sciences, this area may also be approached indirectly through study in more basic skill subjects, or may be approached directly as a means of direct preparation for employment. The latter approach would more generally be taken as an adjunct to a specific vocational preparation program.

The area of vocational selection requires substantial soul searching on the part of the student, since it is necessary for him to carefully identify his own ability. This involves direct conflict, because in many cases adult basic education students have continually been forced to live with failure and discrimination in job placement. It may be necessary to employ a substantial amount of counseling in order to help the student perceive his own worth. Successes in ABE study can contribute substantially in this area.

One publication is also available, distributed by Good Reading Rack Service called Something Very Special -- You! This booklet suggests concrete ways by which a person can build self confidence. The greatest aid to an ABE student in this particular area is the continued feeling of applicability of his studies, coupled with success in these studies, which only a capable teacher can supply.

A wide variety of materials are available to the student in the area of vocational selection and job placement. It is most advisable at this point to involve the student rather deeply with those agencies in the community which can be of help to him in job placement, since employability is a critical factor to be considered in any vocational selection. In many cases representatives of state employment services or similar agencies are available to provide direct information regarding these matters. Help of this kind should be utilized whenever possible. The material suggested below should be considered as supplementary insofar as it deals with vocational selection and the act of placement.

Three basic problems are of concern in the realm of job seeking; these involve first the finding or identification of a potential position. Students may be aided in this area by community or government agencies. Services of this kind will probably represent the best potential for actual employment, but the students should also have the experience of examining employment advertising in the newspaper, or in similar sources, both to improve their basic reading facility, and to help them become alert to devices which might be dangerously misleading if they are encountered by the student when he is acting without guidance. Under-educated adults have, on numerous occasions, left secure positions in order to attempt highly speculative employment largely on the basis of misleading, or even actually fraudulent claims by employers. Activities in a class may be useful in protecting students against such experiences.

An additional area of experience which is most useful to adult basic students, both as an additional means of gaining facility in use of written and spoken language and in gaining facility with a rather complex element of job placement, is the actual experience of completing employment placement or application forms. Printed forms such as those used commonly in the community may often be obtained from local employers. The employment security service is another valuable source of materials of this kind. It would be advisable to allow students to have experience in completing more than one application form in order that they might learn to deal with the variations which appear in these forms. Completion of forms involved in

obtaining a Social Security card, statements of income tax withholding claims, etc., also provide valuable experience and aid verbal development.

A direct extension of the student's experience with application forms is the job placement interview. Before the student is exposed to an actual interview, it is usually very beneficial for him to experience an interview in a controlled situation. Experience of this kind is often possible through role play situations where the teacher or some other person familiar with the purposes of the experience can conduct a sample interview with the student. Caution should be used to avoid allowing the interview to break down into meaningless play-acting, but it is usually easy to maintain a high level of reality if students are briefed in advance. Help in this area is again often available from the Employment Security Service, or from local employers.

If at all possible, interviews may be video taped to allow the student to see precisely the type of impressions he conveys in an interview. If it is impossible to provide a video tape of each student's experience, it may be possible to develop a sample interview on video tape as a model for the student, or to obtain filmed examples of interview situations.

A list of materials appropriate as study materials, or as aids to study in the area noted above are as follows:

Why Work Kit, Behavioral Research Lab. This kit provides readings and recordings with reading levels ranging from second through the

seventh grade and supplying some insight into work situations, job possibilities, and vocational selection.

The Job Ahead: New Rochester Occupational Reading Series, Science Research Associates. This series features workbook texts at three different reading difficulty levels considering various vocational selections, including gas stations, bakeries, restaurants, etc.

The Follett Vocational Reading Series, Follett Publishing Company. This series is intended principally for reading experience and practice, but also provides some insight into vocational areas. Six titles are presently available including: "Marie Perrone, Practical Nurse"; "The Delso Sisters, Beauticians"; "John Leveron, Auto Mechanic"; and "The Millers and Willie B.: Butcher, Baker, Chef". An instructor's guide is also available.

The What Job For Me Series, McGraw Hill Book Company. This series of twelve short books deals with adolescent and adult jobs and job problems. Topics include "Jenny, the Office Assistant", and "Phil, the File Clerk".

How To Find A Job, New Readers Press. This booklet includes practical tips on methods and agencies for job finding, as well as consideration of how to find and apply for a job.

You and Your Job, Ferguson Publishing Company. These booklets are rather similar to others available. They include consideration of "What Is It?", "Where Is It?", "How To Get It", "How To Keep It", and "Where Do You Go From Here?". An instructor's guide is also available.

How To Find and Apply for a Job, Southwestern Publishing Company. This comprehensive booklet covers such information as selling yourself, discovering job opportunities, the personal interview, the application blank, and the letter of application. It is, however, written at the eighth and ninth grade reading level.

The Man For the Job distributed by Bristol Meyers Company gives suggestions on how to tip the scales in your favor when looking for, and keeping, a job.

Your Best Job Insurance distributed by Good Reading Rack Service covers Where to Find Help in Getting a Job, How to Learn Qualifications, and How to Meet Requirements for a Job. This booklet is free.

The World of Work, Sections I, II, III, Webster Division, McGraw Hill Book Company. Fifty-two fiction stories of four pages each intended to acquaint the reader with the job/worker situation which influences success in finding, keeping and advancing on the job; reading difficulty fifth and sixth grade.

Materials noted above have largely accounted for available materials in the third area of concern, that of developing attitudes conducive to finding and retaining a job. This extremely critical area is involved with such elements of behavior as punctuality, relations with co-workers, acceptance of directions, etc. It is probably all that an ABE class can do in this area to begin to alert the student to the influence that particular elements of his behavior may have on his employment status. Perhaps one of the best direct approaches to this goal is the Human Relations Kit developed by Thiokol Corporation,

distributed by McGraw Hill. This kit provides for a forty-hour laboratory experience which exposes the students to a variety of situations intended to develop perception of themselves as related to work experiences, employability, and general human relations skills. This kit has been recently tested on disadvantaged or unemployable populations with encouraging results.

SELF TEST AND PROFICIENCY ASSESSMENT

1. Choose one of the areas considered in this unit in which you have had the opportunity to examine some of the materials and the values you would expect to derive from study in this area by adult basic education students.

2. Show examples of original materials or experiences developed for use in the areas studied.

3. Develop a plan of illustrating how the social science materials you have developed might be incorporated into adult basic education studies without being entirely dependent upon student initiation interest.

In order to complete the above self test and proficiency assessment material, it will be necessary to have a fundamental grasp of materials in one or more of the content areas considered, as well as a grasp of the basic elements of planning and instruction considered earlier. Once these materials have been completed to the student's satisfaction, they may be presented to the instructor for his evaluation and comparison with the behavioral objectives set forth at the beginning of this unit. The student should be prepared to demonstrate proficiency in other areas as noted in the behavioral objectives.